THE ENGAGED COMMUNITY COLLEGE: SUPPORTING THE

INSTITUTIONALIZATION OF ENGAGEMENT THROUGH

COLLABORATIVE ACTION INQUIRY

by

JENNIFER WRIGHT PURCELL

(Under the Direction of Lorilee R. Sandmann, Ph.D.)

ABSTRACT

This study explores how community colleges increase their capacity for community engagement through collaborative action inquiry. Three primary research questions guiding this study were: (1) What are the characteristics of leadership for community engagement within the community college? (2) Who informs decision-making regarding community engagement with the community college? (2a) How does the community partner voice inform decision-making among service leaders? (2b) How does the informal service leader voice inform decision-making among senior leaders at the college? and (3) What impact does collaborative action inquiry have on individual and organizational change and the community college's learning for engagement?

Through action research methodology, the principle investigator collaborated with executives and service leaders of a community college to co-create a series of professional interventions to advance the college's community engagement agenda. Data were collected through interviews with college leaders, service leaders, and community partners, written case reflections of service leaders, and researcher observations throughout the study.

Four conclusions were drawn from analysis of the findings: (1) Distributed leadership to advance community engagement is derived from college employees' and community partners' boundary spanning behaviors; (2) The creation and extension of communication channels among multiple stakeholder groups for community engagement parallels the advancement of community engagement; (3) Authentic engagement exists in various degrees throughout distinct stages of institutionalization reflecting the unique contexts and stakeholder interests involved; and (4) Collaborative action inquiry as a method of professional and organizational development utilizes existing expertise among college employees, strengthens internal networks, and supports the institutionalization of engagement. Implications include: (1) Early and ongoing communication among stakeholders is fundamental to the institutionalization of engagement (2) Distributed leadership distributed can be leveraged through alignment (3) Professional development can benefit faculty and staff members as engagement-service leaders; and (4) Organizational learning related to community engagement supports the institutionalization of engagement. Recommendations for future research include: (1) Replications of the study to validate the findings and explore variances between single-campus and multi-campus colleges; (2) Inclusion of the community partner voice in all stages of project planning including developing the interventions; and (3) Explorations of alternative interventions for organizational learning related to institutionalizing community engagement.

INDEX WORDS: Institutionalization of Community Engagement, Community College, Professional Development Interventions, Action Research, Collaborative Action Inquiry

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JENNIFER WRIGHT PURCELL

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MPA, Valdosta State University, 2010

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JENNIFER WRIGHT PURCELL

Major Professor:	Lorilee R. Sandmann
Committee:	Karen E. Watkins
	Aliki Nicolaides
	Barbara A. Holland

DEDICATION

This dissertation is lovingly dedicated to the village whose support made it possible. I am ever grateful for my Father's grace and the wonderful people and experiences He provides in this life's journey. When I struggled to maintain some semblance of balance and sanity during the course of this program, I always found the scripture that was needed most at the moment and felt guided by His spirit. To a significant extent, this study was as much a spiritual journey as a professional and scholarly journey. My support system provided the love, peace, and encouragement that made this dissertation possible.

My husband, Matthew, has earned a saint's status for his patience, time, and gracious financial support during the past few years. Our sweet Patrick joined us for most of this journey and made it all the brighter. I am thankful to end this journey together and look forward to our bright future as a family.

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INTRODUCTION

Background

The community engagement movement within higher education continues to gain

momentum throughout the United States and abroad. Leaders within and external to colleges

and universities recognize the positive impact of campus-community partnerships within

academic institutions and their surrounding communities (Bringle & Hatcher, 2002). Moreover,

community engagement practices are praised for their positive impact on student success

(Bringle & Hatcher, 2010). As participation in community engagement increased, higher

education leaders' interest in best practices, institutionalization, and recognition grew. In

response to this need, the Carnegie Foundation for the Advancement of Teaching (CFAT)

developed a framework that institutions could use to document engagement in their communities

(Driscoll, 2008). The goal of the framework was to engage colleges and universities in

"substantive process of inquiry, reflection, and self-assessment" of their institution's community

engagement efforts (Driscoll, 2008, p. 2). The CFAT Elective Community Engagement

Classification emerged as the accepted framework by which institutions can evaluate and

recognize institutionalized community engagement.

Language and meaning associated with community engagement varies from campus to

campus; however, community engagement is most widely understood to be "the collaboration

between institutions of higher education and their larger communities (local, regional/state,

national, global) for the mutually beneficial exchange of knowledge and resources in a context of

partnership and reciprocity" (Driscoll, 2008, p.39). This definition crafted by the Carnegie

Foundation encompasses the plethora of activities that constitute community engagement, such

as community based research, volunteerism, and civic engagement, among others. A common

pedagogical strategy for achieving this type of collaboration is community service learning, or

simply service learning (McKay & Estrella, 2008). This practice is frequently cited in the

community engagement literature and is a typical component of an institution's community

engagement agenda. The National Service-Learning Clearinghouse defines service learning as a

"teaching and learning strategy that integrates meaningful community service with instruction

and reflection to enrich the learning experience, teach civic responsibility, and strengthen

communities" (Learn and Serve America, 2012). Service learning, therefore, is a strategy or

practice that occurs under the umbrella of community engagement.

Community engagement programs vary depending on the type and location of the

academic institution. Contextual factors, such as mission, size, location, and institution type,

have a significant impact on the ways in which community engagement occurs. For example, a

land-grant university may emphasize research partnerships; whereas, research partnerships may

not be part of a community college's engagement agenda. More commonly, community

engagement efforts within community colleges, which are teaching focused, are manifest in

curricular service learning (Prentice, 2007). As such, much of the literature on community

engagement within community colleges is specific to service learning.

Because of the diverse higher education contexts in which community engagement exists,

no one formula for successful institutionalization exists. For this reason, community engagement

practitioners develop institution-specific programs and processes with guidance from existing

research and case studies from similar institutions (Bringle & Hatcher, 2000). Unfortunately,

there is a dearth of empirical research on the institutionalization of community engagement within the community college sector. Without the research mission of larger institutions, teaching-focused community colleges have documented extensive community engagement activities; however, empirical evidence on the work being done is comparatively lacking.

Evidence of the disparity between documented community engagement within community colleges and their four year counterparts exists in data from the Carnegie Elective Community Engagement Classification. Sandmann and Driscoll (2012) reported of the 311 higher education institutions that have applied for the elective classification only 20 have been community colleges. This data indicates that merely 6% of the overall applicant pool represented the community college sector. This evidence compared to the National Center for Education Statistics data stating that nearly 40% of degree-granting institutions in the U.S. are two-year colleges indicates an area of study addressing the reason community colleges are not applying for the popular classification and how these institutions can be supported in the process. Furthermore, there is a need for empirical evidence on how community colleges in particular institutionalize community engagement.

Southeastern Community College

Southeastern Community College[1] (SCC) is a public, multi-campus, two-year institution with an enrollment exceeding 5,000 students and the site for this action research study. In 2010, the college appointed a part-time coordinator of service learning to facilitate the development of a service learning and community engagement information clearinghouse for faculty, staff, and students. This position was created to support the coordination of service learning activities that were the basis of a comprehensive community engagement program for the college. The hiring

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[1] Southeastern Community College is a pseudonym used to maintain the confidentiality of the research site and participants.

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of the service learning coordinator also prompted the formation of a service learning advisory group charged with exploring community engagement efforts among similar institutions and with recommending strategies for institutionalizing community engagement at the college.

Leaders in the college exhibited growing interest in community engagement and efforts led by informal engagement-service leaders throughout the college already underway. These leaders included faculty and staff members who, by their own inclination, forged partnerships in the surrounding community and established community engagement opportunities for students. The leaders' engagement activities were manifested in service to the community. Therefore, they were recognized as service leaders within the college though their contributions supporting community engagement more broadly. Existing community engagement projects varied across campuses and ranged from annual community clean-up events to ongoing joint writing programs between the college and local elementary schools. The ability of such community engaged projects to gain the attention of local media and elected officials did not go unnoticed among the service leaders and college leadership alike. Additionally, the mounting body of literature affirming the positive impact of community engagement activities on student achievement provided evidence that community engagement was not merely another educational trend, but instead, an essential component of the higher education experience and mission.

SCC presented an opportunity for an action research project to document a case of one community college's efforts to institutionalize community engagement. Action research is a collaborative method of inquiry that engages researchers in problem solving and responds to growth opportunities in an organization (Coghlan & Brannick, 2010). Through the research process, the researcher also contributes to the knowledge of a particular field. Action research involves cycles of inquiry and action that engage members of the research site. In this case,

participants included project stakeholders who are senior leaders at the college, service leaders who coordinate community engagement projects, and community representatives of the campus-community partnerships that make community engagement possible.

As an action research study, this research project was designed to provide practical solutions for SCC and inform the college's process of institutionalization of community engagement. Progressive cycles of diagnosis, planning, action, and evaluation inform the development of interventions and direction of the study (Coghlan & Brannick, 2010). The study was also intended to contribute to the knowledgebase of how community colleges increase their capacity for community engagement through organizational learning. Through detailed descriptions of the interventions and rigorous data analysis, this case gleaned insights into the real-world challenge of institutionalizing engagement within the community college sector.

Conceptual Framework

The action research methodology for this research study created an opportunity to examine how an organization responds to external and internal forces while attempting to enhance its learning related to a specific topic (Coghlan & Brannick, 2010). In this case, Southeastern Community College seeks to institutionalize community engagement which necessitates organizational knowledge of community engagement (Driscoll, 2008). Inherent to the institutionalization process is individual and organizational learning necessary to develop the capacity for community engagement. In essence, this study examined organizational learning during a change process. Unique to this change process were the opportunities for targeted learning interventions to facilitate and guide the direction of change within the organization. These interventions are informed by the continuous action research cycles included in the design of the study.

Organizational learning theories were the foundation of this project. In order to effect change at the organizational level, individual and group level learning is necessary (Watkins, 2000). Through interventions co-created by the researcher and the project stakeholders at SCC, participants engaged in double-loop learning that created conditions for second order change within the college (Argyris, 1997; Burke, 2008; Torbert, 2004). In this project, second order change was evidenced by enhanced infrastructure to support the institutionalization of engagement.

Argyris and Schon (1978) suggested that organizational learning occurs in modes influenced by underlying assumptions of the learner. As a method of organizational learning, Coghlan (2006) argued action research supports development of individual learning and practice throughout an organization. Through action research and collaborative action inquiry as a particularly modality, this project was designed to impact first, second, and third person practice. Through first person inquiry-practice, participants in the collaborative action inquiry group engaged in self-reflection that yielded self-learning in action as it related to their community engagement practice. The case convenings enabled service leaders to engage in face-to-face with others regarding a mutual concern: community engagement at SCC. This second person inquiry-practice impacted participants at the group level. The changes in SCC's organizational structures and activities that emerged from the case convening represent third person knowledge generated through the collaborative action inquiry. This knowledge generation in the first, second and third-person ultimately resulted in organizational level change through advancements in the college's pursuit of the institutionalization of engagement.

Kimberly and Nielsen (1975) suggested that such change occurs in three orders: first-order, second-order, and third-order. First-order change involves a targeted sub-unit of the

organization. Second-order change has a broader impact beyond the initial target, but remains within the sub-unit. Third-order change occurs when the success of an intervention specific to the initial target within the sub-unit has organization wide influence. Figure 1 depicts the conceptual framework guiding the study.

Figure 1. Conceptual Framework for the Study

The institutionalization of engagement requires organization level change and is achieved through organizational learning. Group learning directly supports this type of change. As a targeted sub-unit or group increases its awareness through first and second-person learning, it enhances its capacity to support second and third order changes throughout the organization. The relational forces of enhanced learning and capacity building combined support the process of institutionalization. In this study, capacity building was manifest in leadership abilities such as decision-making and communication

Problem Identification

While there is a significant amount of research supporting best practices within community engagement, there is a gap in the literature on how to implement these best practices in the context of complex higher education institutions. The complexity of implementation is further complicated by the inherent involvement of external stakeholders that represent campus-community partnerships that are fundamental to community engagement. Holland (2003) summarized the challenge,

> "We seem to have documented well what the ideal partnership features are, but there is a considerable struggle regarding effective techniques for translating ideals to practice. In particular, there is continuing difficulty around the issue of partnership goal setting and the articulation of one's own expectations of the partnership. Too often, partnerships are launched with a focus on a specific project or funding opportunity and too little attention is given to the deeper and broader goals and expectations that participants bring to the table. In such a case, partners may assume they understand each other's motivations and rush on toward project and proposal planning" (p. 3).

Preliminary data collection from this research study indicated the campus-community partnerships within SCC have been forged without attention given to these *deeper and broader goals and expectations* identified by Holland. The challenge was to determine the unique needs the relationships included in each case in order to provide the support necessary for its effectiveness (Clayton, et. al, 2010; Sandy & Holland, 2006). Complicating this challenge further was that needs of the college employee and community partner may differ significantly. Simultaneously, there is an opportunity to develop a professional development model that would

influence the long-term sustainability of the community engagement program in the community college setting (Vogel, et. al, 2010).

The literature on community engagement within higher education outlines best practices for engagement and offers recommended structures to support the institutionalization of the practices. Furco (2001) and Holland (2006) each presented a matrix with various levels of engagement for colleges and universities. Both matrices provide a means of self-assessment for community colleges that want to improve their community engagement programs through the alignment of internal practices with best practices across engaged institutions; however, practitioners are not given clear instructions on how to implement best practices. Such implementation requires stakeholder buy-in through the college and the community as well as a thoroughly developed plan for the infrastructure required to support community engagement.

Through its Horizons project, the American Association of Community Colleges compiled a list of strategies for the institutionalization of engagement (Jeandron & Robinson, 2010); however, the information reads much like the numerous other available lists of best practices. What practitioners lack are details on how to implement these best practices in order to achieve the various stages of organizational support for engagement. These details are critical guides for practitioners in increasing their institution's capacity for engagement.

Empirical research on the process of the institutionalization of engagement is lacking. Researchers have provided clear indicators of successful community engagement initiatives, but practitioners have little guidance on precise steps and processes by which a college becomes engaged. To support the institutionalization of engagement among community colleges, empirical evidence of a method or procedure to initiate and support organizational change is needed.

Purpose of Study

The purpose of this action research study was to explore how community colleges increase their capacity for community engagement, specifically through enhanced group learning to support organizational change. To meet this objective, service leaders within the college participated in a series of interventions to improve current practices for community engagement within the college. This intent assumed that there were areas needing improvement, a condition that was confirmed during initial data collection that assessed the college's level of service-learning institutionalization.

Based on initial findings from preliminary data collection within the research site and a review of the literature, the study's research questions were defined as follows:

> What are the characteristics of leadership for community engagement within the community college?
>
> Who informs decision-making regarding community engagement with the community college?
>
>> How does the community partner voice inform decision-making among service leaders?
>>
>> How does the informal service leader voice inform decision-making among senior leaders at the college?
>
> What impact does collaborative action inquiry have on individual and organizational change and the community college's learning for engagement?

Significance

This study explored ways in which community college service leaders garner support for the institutionalization of engagement within their organization. The interventions included in the study served as models by which service leaders could examine the unique climate and needs of their organization in preparation for implementing community engagement projects.

The study illustrated how action research methodology supports organization-wide change and leverages existing resources within community colleges. The study also identified leadership characteristics needed to support community engagement. The case explored channels of communication within and external to the community college that influence decision-making related to community engagement. Furthermore, this study documented the real-world response to such interventions and offered recommendations for practice and for further research based on the learning that emerged through the action research cycles in the study.

In addition to providing documentation of a real-world case of the institutionalization of engagement, this study also provided evidence of applied theory in the community college environment. Both learning and change theories served as the basis of conceptual framework for the study; hence, the study explored methods of initiating learning and change as well as the impact of group learning on organizational change. In sum, this research study yielded findings on practice and theory and provided a basis for further research on the institutionalization of community engagement within the community college sector.

CHAPTER 2

LITERATURE REVIEW

Community Engagement in Higher Education

Community engagement continues to grow as a prominent feature of the mission of higher education and experience for college students. Inherent to this growth is organizational change to support the institutionalization of engagement. Unfortunately, our understanding of this change process within the community college sector is limited in comparison to the rich body of knowledge that explores the institutionalization of engagement among four-year and research universities. This chapter is a review of the literature relating to the study's exploration of how community colleges increase their capacity for engagement. The chapter first provides the historical context and philosophical premise of community engagement. Then key concepts and terms and discusses community colleges as civic organizations and the institutionalization of community engagement including leadership for the advancement of community engagement are introduced. The chapter concludes with an overview of how community engagement, including the leadership, practices, and organizational change necessary for institutionalization is advanced in the community college sector.

Historical Context

In 1996, Boyer called for a "New American College" that embraced the scholarship of engagement and urged scholars to develop a model that supported this scholarship (Berberet, 2002). Similarly, Schon suggested that the academy reconsider what constitutes "legitimate knowledge" (Berberet, 2002; Kenworthy-U'ren, 2005; Sandmann, et. al, 2008). Both of the calls

to actions were in the midst of an era of reevaluation of higher education's mission. To an

extent, the community engagement movement appears to come in response to concerns that a

faculty member's time involved with scholarly engagement is a waste of precious funding and

resources (Boyer, 1996; Fogel & Cook, 2006; Furco, 2001; Glassick, 2000). Boyer (1996) noted

in his seminal piece on the scholarship of engagement that this shift from the historical role of

the academy is alarming. Historically, the academy was recognized for its role in supporting the

community. Boyer reminds us that "practicality…reality…and serviceability" were words used

by the nation's most distinguished leaders to describe the mission of higher education (p. 12).

However, the late 1980s and early 1990s marked a period when higher education was criticized

for its lack of significant support for sociopolitical issues. This public criticism of the academy

led scholars and administrator to refocus their attention on engagement (Giroux & Giroux,

2004).

With this newfound attention on institution-community partnerships and engagement

efforts, scholars have sought to provide a model from which institutions can achieve new levels

of engagement. Sandmann, Saltmarsh, and O'Meara (2008) suggest:

> "For engagement to succeed, faculty will need the capacity to operationalize
>
> engagement through scholarship and the curriculum. This requires a newly
>
> conceptualized integrated model for advancing the scholarship of engagement, a
>
> model that simultaneously prepare individuals to have the capacity for
>
> engagement while instigating and catalyzing institutions as learning organizations
>
> that foster engagement" (p.48)

Sandmann et. al (2008) provide a framework through which community engagement is advanced

that relies on the fundamental premise of higher education institutions becoming learning

organizations. Thus, for institutions to advance their community engagement agendas, they must first address their internal learning and change processes.

Philosophical Premise

Community engagement in higher education institutions reflects the philosophical underpinnings of student success, civic responsibility, democratic citizenship, and social justice. This reflects Boyer's (1996) argument that the scholarship of engagement in simply "connecting the rich resources of the university to our most pressing social, civic, and ethical problems" (p. 19). Although faculty may implement community engagement projects to achieve a variety of specific outcomes, it is generally recognized that the practice links community service with classroom instruction while integrating critical reflection and the development of civic responsibility among participants (Bringle & Hatcher, 2000; Brownell & Swanner, 2009; Butin, 2007, Largent & Horineck, 2008; Prentice, 2007).

Student success. Brownell and Swaner (2009) identify service learning as a *high impact* practice, meaning it is a novel approach to education that integrates critical thinking with engaged peer-to-peer and faculty-to-peer discussions that yield a deeper understanding of the course content. Service learning through community engagement is widely praised for its positive impact on students' grades, progression, and retention (Brownell & Swaner, 2009; Largent & Horinek, 2008; McKay & Estrella, 2008; Prentice, 2009). Keen and Hall (2009) found that students' multiple service learning experiences help to solidify the anticipated student success service learning in the long-term. Similarly, McClenney and Greene (2005) suggested that enhanced learning experiences, such as service learning, increase student success in the community college setting. In fact, the pedagogy is often integrated into first year experience programs in order to support new students' transition into college (Largent & Horinek, 2008;

Stavrianopoulos, 2008). In contrast to these glowing outcomes, Prentice (2009) found that

integration of service learning components into course can decrease the passage rate of the class.

The results of this study are a stark juxtaposition of the positive results typically observed and

should serve as a reminder that potential pitfalls to service learning do exist.

Civic responsibility. A tenant of community engagement in higher education is its

ability to increase students' awareness of their role in society. Various terminologies are used to

illustrate this outcome including citizenship, global awareness, civic responsibility, social

responsibility, and social justice (Ahmed, 2006; Allen, 2003; Annette, 2005; Battistoni, 1997).

Each of these phrases denotes the broadening of a student's perspective, their ability to

comprehend their place within a larger system, and their responsibility to counterparts within the

larger system. Service learning participants generally exhibit an increased capacity in moral

reasoning, a stronger sense of civic responsibility, and a developing social justice orientation

(Brownell & Swanner, 2009). The current literature on service learning illustrates the

pedagogy's underlying democratic theme, and, more recently, the literature associates it with

critical theory and social justice.

Democratic citizenship. Ahmed (2006) suggests that community engagement increases

students' "political sophistication"; meaning, they acquire the framework from which a variety

of sociopolitical issues can be evaluated (p. 2). The development of these critical thinking skills

acquired through service learning supports students in becoming more informed and engaged

citizens (Ahmed, 2006; Annette, 2005). Battistoni (1997) distinguishes the civic basis of

community engagement from its equally present philanthropic foundation. Battistoni suggests

that emphasis on the rights and responsibilities of being a community member, or citizen, and the

interdependence of communities helps to move away from the altruistic and less purposeful

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approach of philanthropic based service learning. Further, while philanthropic service may help

to ameliorate society's ill, it does little to support sustainable democratic participation (Allen,

2003).

Social justice. Building from the democratic nature of community engagement, many

professionals are using the practice to teach social justice (Allen, 2003; Eifler, et. al, 2008;

Prentice, 2007). As a concept and approach to community engagement, social justice

emphasizes the power dynamics that exist behind structural and institutional inequities (Prentice,

2007). Factors involved in social justice, such as gender, race/ethnicity, class, disability, age,

and sexual orientation, often emerge when faculty guide students deeper into class dialogues and

reflections on the sociopolitical issues that exist across communities (Allen, 2003; Prentice,

2007). By framing community engagement and service learning within a social justice context,

students can more critically examine the assumptions and biases that impact their interaction

within the community.

Current Definitions

As higher education renews its focus on public good to communities through

engagement, community engagement has become the focus of numerous studies. This attention

has resulted in a myriad of terminology is used in growing body of community engagement

literature; therefore, it is imperative to first establish common understanding of the language

used to describe community engagement and the activities it includes. Language and meaning

associated with community engagement varies from campus to campus, but scholars and

practitioners have agreed upon definitions for key concepts. The Carnegie Foundation for the

Advancement for Teaching (CFAT), in its effort to outline a common definition by which

colleges and universities could determine levels of adoption of community engagement, defined

community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Driscoll, 2008, p. 39).

A common pedagogical strategy for achieving this type of collaboration is service learning. The National Service-Learning Clearinghouse (2009) defines service learning as a "teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." Therefore, service learning is a tactic or practice that occurs under the umbrella of community engagement by which institutions of higher education engage with the community. The terms service learning and community engagement are sometimes erroneously used synonymously. Careful attention has been given to the nuances between co-curricular service learning and extra-curricular service learning with distinction reflective of whether the activity is credit-bearing. These nuances among terms and meaning are further complicated by activities recognized as volunteerism. In practice, a variety of programs and activity may be included under the auspices of community engagement among colleges and universities.

Community Colleges as Civic Institutions

Scholars suggest the themes of social justice and citizenship are intrinsic to the goals of higher education (Franco, 2002; Hodge, et. al, 2001; Levinson, 2004; McClenney & Greene, 2005; Weglarz & Seybert, 2004). That is, the role of higher education is to produce morally engaged students who are aware of and actively challenging social issues and the "pursuit of justice" (Simpson, 2006, p. 185). Prentice (2007) argues that social justice stemming from civic engagement within community colleges often addresses the needs of the very groups that these colleges represent (p. 266). These marginalized groups include students who are underprepared

for higher education, lack the means to pay the tuition for a traditional, four-year colleges, and often represent ethnic minorities.

Community colleges increasingly offer students a wide variety of programs that enable them to become more engaged in their communities (Albert, 2004). In fact, Albert (2004) found that a substantial number of students perceive their attendance at a local community college as an opportunity to become more involved in their home communities. In discussing the objectives of higher education, Franco (2002) surmises the civic role of community colleges elegantly,

> "A two-year general education curriculum for civic responsibility, for the work of democracy, can be viewed anthropologically as the American *rite de passage* to a life and career of engaged citizenship" (p. 134).

This quote highlights the responsibility that community colleges have to maintain their role as civic institutions that promote civic responsibility and social justice. Further, because community colleges specialize in the two-year general education curriculum, they are positioned to set the benchmark for other institutions, if they choose to accept this challenge. Fortunately, community colleges are embracing the challenge of producing engaged, responsible citizens through a variety of avenues, but specifically through service learning pedagogy (Albert, 2004; Levinson, 2004).

A limited body of literature exists on the role community colleges play in teaching civic responsibility and meeting the needs of its surrounding community, but there is much left to uncover (Levinson, 2004; Prentice, 2007). Prentice (2007) suggests that this shortage of scholarly research is symptomatic of the focus on civic engagement at four-year land grant institutions and their expansive community outreach programs, while efforts go comparatively unrecognized. Interestingly, community colleges were created to provide more equitable access

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to higher education, and their very existence is a measure of social justice and promotion of democratic ideals. Franco (2002) emphasizes this point by noting the original notion of community colleges as "America's democracy colleges" that are "responsive to needs and opportunities in the towns and states they serve" (p. 1). Several authors discuss the multiple changes and identity crises that the sector had undergone (Franco, 2002; Levinson, 2004; McClenney & Greene, 2005). This very basic question of the mission of community colleges may have diverted scholarly literature away from the civic role of institutions. It is possible that scholars were more interested in developing an agreed upon academic identity for institutions in the two-year sector. Now that a consensus has been reached, literature on the role of community colleges as civic institutions may proliferate.

Institutionalization of Engagement at Community Colleges

The institutionalization of engagement is the process and resulting condition by which institutions of higher education align their mission, culture, leadership, and administrative structures to support engagement (Furco & Miller, 2009; Sandmann & Platter, 2009). The American Association of State Colleges and Universities (AASCU) states, "The publicly engaged institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit" (2002, p. 9). Early research on community engagement and service learning in particular addressed its impact on student success. Table 1 provides examples of studies that validates community engagement and appropriation of institutional resources to support the institutionalization of engagement.

Table 1

Review of Empirical Studies Included in Literature Review

Author	Subjects	Data Collection Technique	Results
Fogel & Cook (2006)	Urban Outreach Project	Case Study	University-Community projects are effective for achieving common goals
Huyser (2004)	Full-time faculty n=274	Survey	Strong faculty perceptions of service missions, less so for faculty rewards
Largent & Horinek (2008)	Adult students enrolled in service learning course n=475	Survey	Adult service learners need increased flexibility, but still benefit from the experience
Prentice (2009)	Developmental students in service learning course n=100 (54 SLs, 46 non-SLs)	Survey	Students engaged in SL experience higher retention rates; SL students are less likely to pass the course
Prentice (2007)	Students enrolled in service learning course n=273	Pre- and Post- course survey	Service learning experiences support students' knowledge of social justice
Stavrianopoulos (2008)	Entering freshman in a service learning course n= 25	Pre- and Post- course survey	Students believed that SL had enhance their understanding of course material
Weglarz (2004)	Faculty and Students involved in service learning Faculty n=81 Students n=216	Survey	Faculty had positive experiences with SL (88%) as did students (90%)

The question is no longer whether community engagement should be a part of the higher education experience, but rather how to best implement, assess, and improve engagement

practices in order to become an engaged institution. Literature on the institutionalization of

engagement emphasizes the importance of an organizational mission and culture that values

service to the community (Bringle & Hatcher, 2000; Stater & Fotheringham, 2009). Institutions

with strong, sustainable community engagement programs have a commitment to their

communities that is evident in their goals, funding allocations, and employee recognition.

Without this fundamental focus on engagement as part of the institutions' core mission, efforts to

recruit and train faculty to integrate service learning pedagogies may be in vain (Sandmann, et.

al, 2008). This section will review best practices for engagement, including leadership and

decision-making, faculty and the scholarship of engagement, and organizational learning and

each area collectively supports the institutionalization of engagement.

Effective institutionalization of community engagement does not occur without careful

planning and deliberate efforts to support the process (Abes, et. al, 2002; Bringle, et. al, 1997;

Fogel & Cook, 2006; Garcia & Robinson, 2005). Most authors who discuss challenges of

implementing community engagement note the value of a dedicated professional to oversee

coordination of such programs (Garcia & Robinson, 2005). These professionals are generally

assigned the task of recruiting prospective faculty for service-learning courses and programs.

Further, they often recruit early adopters of the pedagogy to share their experiences with other

faculty to help promote the pedagogy (Brumfield, 2009; Bringle, et; al, 1997). These individuals

are invaluable to integrating service learning pedagogy.

The comparative gap in the literature on civic engagement within community colleges

versus that of four-year institutions does not necessarily imply that these institutions have strayed

from their original mission. However, it should serve as a reminder to practitioners that they

must not only accomplish the goals related to their mission, but also methodically document their

successes and learning experiences so that others may learn from them. This is particularly true when considering the unique needs that are met by community colleges which extend educational opportunities to students who otherwise would have no point of access to higher education (Levinson, 2004). Most importantly, there is a need for practitioners to document the role of faculty in supporting the civic mission of community colleges. Faculty have the most direct contact with students, so they are the most effective means of conveying the civic and morale visions of the institutions (Butin, 2007; Fogel & Cook, 2006).

Best Practices for Community Engagement

Furco and Miller (2009) note that engaged institutions share five fundamental characteristics of engagement that work synergistically to build and sustain a culture of engagement; however, each of these characteristics may be addressed in various degrees across institutions based on their unique needs and goals related to community engagement. These five fundamental characteristics include:

1. Organization philosophy and mission that emphasize engagement

2. Genuine faculty involvement for engaged teaching and/or research

3. Broad range of community engagement opportunities for students

4. Institutional structure that supports engagement practices

5. Mutually beneficial, sustained campus-community partnerships.

In "The Engagement Institution," The W. K. Kellogg Foundation (2009) presented an expanded list of defining characteristics for engaged higher education institutions. These characteristics include:

1. See their present and future well-being as inextricably linked

2. Collaboratively plan and design mutually beneficial programs and outcomes

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3. Engage in reciprocal learning

4. Respect the history, culture, knowledge, and wisdom of the other

5. Create structures that promote open communication and equity with one another

6. Have high expectations for their performance and involvement with each other

7. Value and promote diversity

8. Regularly conduct a joint assessment of their partnership and report results.

Both lists include references to campus-community partnerships. Community engagement is conducted through campus-community partnerships that reflect shared interests and common goals. Research on campus-community partnerships has produced a wealth of information on achieving authentic engagement between higher education institutions and their community partners. These best practices are among the numerous ways in which institutions initiate and assess community engagement (Furco & Miller, 2009). Scholars agree that one approach to advancing community engagement is by measuring the quality of engagement in addition to its implementation (Boyer, 1996, Glassick, 2000). Doing so will provide evidence of the academic rigor associated with community engagement initiatives. Research on best practices provides exemplars by which institutions can assess their community engagement programs.

Campus-community partnerships. Strong campus-community partnerships are fundamental to advancing an institutional engagement agenda. Research on campus-community partnerships provides best practices for healthy, sustainable partnerships. Community partner input is a common variable across research studies on best practices. Sandy & Holland (2006) found that effective campus-community partnerships are based on relationships that are "nurtured through open, respectful, and appropriate communication" (p. 40). Campus

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Community Partnerships for Health provides a list of characteristics for model campus-community partnerships. These characteristics include:

1. Partners have agreed upon mission, values, goals and measurable outcomes for partnership

2. Relationships characterized by mutual trust, respect, genuineness commitment

3. Partnership builds upon identified strengths and assets, addresses areas needing improvement

4. Partnership balances power among partners and enables resources to be shared

5. Clear, open and accessible communication between partners, on-going priority to listen to each need develop a common language, and validate/clarify the meaning of terms.

6. Roles, norms, and processes are established with input & agreement of all partners.

7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.

8. Partners share the credit for the partnership's accomplishments.

9. Partnerships take time to develop and evolve over time.

Bringle and Hatcher (2002) suggest partnerships can leverage both campus and community resources to address critical issues in local communities. Further, Bringle and Hatcher argue that the quality of the partnerships is at least as important as the quantity when developing a comprehensive community engagement program. As community engagement advances within higher education institutions, it is important that the quality of partnerships is monitored (Bringle & Hatcher, 2002).

Leadership for Community Engagement

Effective leadership for community engagement is critical to the institutionalization of engagement. Effective community engagement leaders exhibit the following four abilities:

1. Interpretation institutional mission to reflect engagement with multiple communities beginning with the local geographical community

2. Defining specific objectives and goals to implement the mission

3. Articulating the means and priorities for taking action to achieve the goals

4. Manifesting commitment through personal interaction (Sandmann & Platter, 2009).

Sandmann and Platter (2009) noted, "When leaders are engaged and their actions match their rhetoric, their influence grows in accordance with the length of their involvement and the public nature of their participation" (p. 15). Further, they suggest "by engaging themselves, leaders engage the whole institution" (Sandmann & Platter, 2009, p.15). This statement highlights the paramount role of effective leadership in institutionalizing engagement. Two specific characteristics of effective community engagement leadership that I found particularly interesting are distributed leadership and collaborative decision-making.

Distributed leadership. Research indicates that successful leadership for engagement is distributed throughout institutions at various levels and among each division and department (Bolden, et. al, 2008). Spillane (2005) argues that distributed leadership is defined by the leadership practice, or behaviors, of individuals within an organization. Distributed leadership theory suggests that it is the interactions of informal and formal leaders influenced by their unique expertise and not the "roles, functions, routines, and structures" that define leadership (Spillane, 2005, p.146). Although the term distributed leadership is erroneously used interchangeably with similar constructs such as shared leadership, team leadership, and

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democratic leadership, distributed leadership is a new theory with distinct characteristics (Sandmann & Liang, 2012; Spillane, 2005). Although distributed leadership lacks a definitive definition, Spillane's (2005) definition is widely accepted. He posits that distributed leadership is differentiated from similar leadership models due to its focus on leadership practice, or the cumulative behaviors that comprise one's leadership practice (Spillane, 2005). Further, Spillane (2005) suggests that leadership is the product of one's knowledge and skills, and the distributed perspective attends to the "interactions between people and their situation" (p. 144). Spillane suggests,

> "Too frequently, discussions of distributed leadership end prematurely with an acknowledgment that multiple individuals take responsibility for leadership in schools. This "leader plus" view, however, is just the tip of the iceberg because, from a distributed perspective, leadership practice that results from interactions among leaders, followers, and their situation is critical" (p. 144-145).

Spillane contends further that a focus on leadership roles instead of behaviors is inadequate because leadership practice (1) involves multiple formal and informal leaders, (2) is created by the interaction with followers, and (3) reflects the interactions of multiple individuals. Therefore, this study examines the practice that results from interactions of professionals. According to Spillane's position, leadership in singular notion bounded by the knowledge, skills, and actions of one individual does not reflect reality. As such, distributed leadership provides a framework by which leadership practice can be more accurately understood and examined.

Boundary spanning. Boundary spanning behavior is common among community engagement leaders (Bartel, 2001; Mano-Negrin, 2003; Williams, et. al, 2009). Miller (2009) argues, "To varying degrees all educational leaders are called to serve as boundary spanners. The

extent to which they are boundary spanners are dependent upon a number of factors, including job descriptions, community contexts and personal skills" (p. 356). Boundary spanners are organizational leaders who have "the ability to bridge intergroup boundaries toward a shared vision or goal" (Yip, et. al, 2008, p. 13). Boundary spanners for community engagement in community colleges are employees of the institution who bridge the resources and goals of the college with the resources and goals on the community or a specific community organization (Weerts &Sandmann, 2010).

Decision-making. The literature on community engagement and campus-community partnerships in particular emphasizes the value of collaborative decision-making in achieving authentic engagement (Bringle & Hatcher, 2002; Freeman & Webb, 2007; Holland, 2001). Research has indentified a unique characteristic common among engagement leaders who engage community partners in decision-making and leader engagement efforts. These boundary spanners are institutional leaders who also have strong ties in the community and can indentify shared interests between the two entities (Miller, 2008). In addition to the collaborative nature of boundary spanners' decision-making, their decision-making is often informal. This characteristic is not limited to decision-making for engagement, but is reflective of the nature of decision-making in higher education. Dantley (2005) argues that most decisions in education are made "on the run" and "in hallways, lunch-rooms, and the school parking lot" (664). This informality is reflected in the collaborative decision-making among boundary spanners who make community engagement decisions in the community with partners.

Faculty Role in Community Engagement

One way of advancing community engagement is through the promotion of the scholarship of engagement. As indicated early in the chapter, faculty members play an

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instrumental role in community college's developing their engaged capacity. As such, scholars have explored the ways in which faculty embody community engagement in their practice. One such area of exploration is the scholarship of engagement. According to Barker (2004), the scholarship of engagement is a "movement that reflects a growing interest in broadening and deepening the public aspects of academic scholarship" (p. 123). Barker contends that the scholarship of engagement includes (1) research, teaching, integration, and application of scholarship that (2) incorporates reciprocal practices of civic engagement into the production of knowledge (p. 124).

Several scholars have examined the barriers and motivators faculty encounter when implementing service learning into their curricula (Abes, et. al, 2002; Brumfield, 2009; Bulot & Johnson, 2006; Garcia & Robinson, 2005). There barriers are noteworthy because they impact faculty recruitment. In their 2005 research, Garcia and Robinson found that faculty integrate service learning into their curriculum for its impact on student learning, namely its ability to solidify core competencies (40.7%), but also its impact on students' understanding of social problems (19.6%) and their participation to affect change within their local communities (20.6%) (Garcia & Robinson, 2005, p. 5). The research of Abes, et. al (2002) found similar motivators (p. 8). Moreover, faculty were motivated by nonmonetary rewards such as the collective impact on social justice (16.1%) and increased awareness of social responsibility among their students (48.2%) (Garcia & Robinson, 2005, p. 5).

Brumfield (2009) and Abes, et. al (2002) conducted similar research among community college faculty and identified both supports and barriers that influence faculty's decision to utilize service learning pedagogies. The research indicated that faculty's lack of confidence in their ability to integrate service learning effectively, lack of time, and challenges coordinating

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projects with community partners were deterrents to its use (Abes, et. al, 2002, p. 4; Brumfield, 2009, p. 65). Both studies emphasized the challenges service learning coordinators face when persuading faculty to adopt the pedagogy. Unlike Brumfield (2009), Abes et. al (2002) considered the impact of a faculty reward structure in faculty members' decision to adopt the service learning pedagogy. Abes et. al (2002) found that, in comparison to other barriers, the lack of rewards for service learning implementation was not a significant determent (p. 9). The only exception to this finding was the emphasis that service learning faculty at research institutions placed on the pedagogy in respect to their tenure and promotion (Abes, et. al, 2002, p. 9).

Hiring, development, and promotion. Research suggests that colleges advance their community engagement agendas by hiring community engaged faculty, providing professional development for engaged faculty, and recognizing community engaged scholarship in the institutions promotion and tenure process (Abes, et. al, 2002; Berberet, 2002; Bringle, et. al, 1997; Fogel & Cook; 2006; 1997; O'Meara, et. al, 2011). Ward (2003) emphasizes the need to instill the academy's focus on engagement with new faculty as soon as possible. This will aid in recruiting new scholars to the field and building the critical mass that is needed to advance the movement even further. Bringle, et. al (1997) argue that faculty development for community engagement requires a different set of interventions to advance community engagement.

Community engagement as community-engaged learning and community-engaged scholarship. Sandmann (2009) suggests, "Scholarship is what is being done, engaged scholarship is how it is done" (p. 3). Faculty members engaged in the community in two distinct ways. First, they may conduct research to benefit the community. This community-engaged scholarship may or may not involve students. Second, faculty members may utilize community-

engaged learning approaches for their students. More commonly in the community college

setting, faculty members adopt community-engaged learning approached, specifically service

learning. In discussing the role of service learning within the scholarship of engagement

movement, Andy Van de Ven suggests that "service learning projects provide unique

opportunities for students (and their mentors) to be simultaneously exposed to academic ways of

knowing in the classroom and experiential ways of doing things in practice" (Kenworthy-U'ren,

2005).

       Service learning pedagogy. Service learning programs are recognized as a promising

means of institutionalizing community engagement (McKay & Estrella, 2008). In addition to

supporting community engagement, service learning pedagogy helps to accomplish a wide

variety of educational objectives. As such, it is widely implemented and researched in a variety

of disciplines. To support the broad application and success of service-learning and other

community engagement practices, engagement scholars have turned their focus to the

institutionalization of community engagement (Bereberet, 2002; Furco, 2001; Holland, 2011;

Ward, 2003). Furthermore, scholars are interested in understanding how campus-community

partnership for community engagement is supported. According to the Community-Campus

Partnerships for Health, campus-community partnerships "involve communities and higher

educational institutions as partners, and may address such areas as health professions education

health care delivery, research, community service, community-wide health improvement, and

community/economic development" (CCPH, 2012). Fundamental to service learning programs

and comprehensive community engagement initiatives are the quality and quantity of campus-

community partnerships from which these programs can emerge.

From a cognitive development standpoint, service learning relies heavily on the work on Dewey and his interest in hands-on experience in the learning process (Ahmed, 2006; Battistoni, 2001). The pedagogy also promotes a departure from what Friere coined as the *banking* approach to education in which faculty fill an empty vessel, the student (Battistoni, 2001). Instead, service learning values the knowledge and experience that students bring to the classroom and service site. Through action and reflection, the pedagogy seeks to connect new concepts with existing knowledge. In this way, service learning truly embodies Piaget and Dewey's theories on experience and its value to education and emphasizes Schon's work on reflective practice (Bringle, et. al, 1997; Etheridge, 2006).

Organizational Learning in Higher Education Institutions

Berberet (2000) argues the advancement of community engagement occurs by degrees; that is, adoption and success may be incremental. A systematic approach to change the organizational focus and culture to embrace community engagement is required. The institutionalization of engagement requires organization change which is facilitated through organizational learning (Bringle & Hatcher, 2000; Kezar, 2005). Kezar (2005) suggested organizational learning is a collaborative process of engaged learning within institutions that mirrors best practices for engaging community partners. Similarly, Anderson (2005) argues that an increased focus on community engagement can provide opportunities for organizational learning and increased organizational capacity. Further, Anderson suggests the structure of higher education institutions supports organizational learning; however, institutions remain under scrutiny for their inability to transform collected data into meaning that informs future actions (Bauman, 2005).

In response to this critique, scholars have documented effective methods of organizational learning and capacity building. These approaches guide the adoption and implementation of a variety of initiatives, including the institutionalization of engagement. Milam (2005) suggests that new kinds of learning leadership are required to meet current needs. He presents Scharmer's work on "knowing" and "presencing" as critical approaches to organizational learning, where knowing recognizes what needs to be achieved and presencing describes that state at which the highest possible future begins to emerge (Milam, 2005, p. 70).

Scharmer's (2009) Theory U builds upon Argyris and Schon's work on single and double-loop learning. Scharmer suggests single- loop and double-loop learning reflection on the past events is limited; alternatively, he suggests a modified process of reflection in which single and double-loop learning lead to a state in which the future emerges (Scharmer, 2009). Based on Theory U, single and double-loop learning represent half of learning and change process. Scharmer's work suggest that learning change, while influenced by the past, must also consider the vision for what the individual learner and organization want to achieve. Within the context of community engagement, Scharmer's Theory U offers insight on the reflection of past experience and identification of future aspirations in order institutionalize engagement. Further, individuals who engage in the community may form a community of practice by which this process is participated in collectively and representative throughout an organization (Wenger, 1998). According to Wenger (1998) learning for organizations is an "issue of sustaining the interconnected communities of practice through which an organization knows what it knows and this becomes effective and valuable" (p. 8).

Learning in Organizations

Pedler, Burgoyne, and Boydell (1991) define the learning organization as "an organization that facilitates the learning of all of its members and continuously transforms itself in order to meet its strategic goals" (p. 1). Marsick and Watkins' (2003) suggest that when organizational change occurs, it begins with the individual but includes both the organization and external environment. Marsick and Watkins also discuss the value in supporting individuals and rewarding "the use of what is learned" (2003, p. 5). Coghlan (2006) suggests professional engaged in collaborative action inquiry achieve first, second, and third-person learning. In first-person learning, the individual learns through critical reflection of their practices; whereas, second-person learning occurs in a group setting through which participants learn from one another and increase the group's collective knowledge and understanding. In third-person learning, enhanced knowledge and understand influences practices and structures throughout an organization and may even contribute knowledge external to the organization. For example, a contribution to the literature such as a formal report or journal article regarding the learning change that occurred within an organization would constitute third-person learning.

Bauman (2005) argues learning organizations provide structures by which individuals may develop and transfer knowledge among other acts within the organization. Bauman suggests that institutions of higher education excel in supporting knowledge development at the individual level, but he is critical of colleges' ability to support the transfer of this knowledge among individuals in the institution. Learning groups and team-based research are one way in which institutions can support knowledge development and transfer effectively (Bauman, 2005). Learning organizations are effective in overcoming threats to learning (Garvin, 1993; Kezar, 2012; Senge, 1990).

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Faculty Development

While service learning requires the support of senior administrators and community partners, there is a tremendous contribution expected of faculty who agree to implement the pedagogy (Abes, et. al, 2002). Unfortunately, few scholars have addressed the need for faculty development in implementing the pedagogy. Literature exists on the value of service learning faculty development, but there is limited empirical data on practical strategies to familiarize faculty with the ins and outs of service learning. Research has confirmed barriers and motivators for faculty community engagement.

Once faculty have been recruited for service learning, it is imperative that adequate training be provided (Jeandron & Robinson, 2010). There are numerous studies on the impact of service learning on student learning outcomes, but there is little research on the impact of service learning training and development for faculty (Prentice, 2007). Like any teaching strategy, faculty must be trained on the utilization of service learning (Bringle, et. al, 1997). This includes instructing faculty on the potential of service learning in achieving specific learning outcomes as well as teaching them how to facilitate service learning enhanced courses.

Ahmed (2006) argues that faculty members are vital to the success of service learning pedagogy. Specifically, faculty members serve as facilitators of the learning experience, which may be very different from their predominant teaching style (Ahmed, 2006, p. 4; Bringle, et. al, 1997, p. 44). This pedagogical approach stems from Paulo Freire's work on self-directed and emancipatory learning (Avoseh, et. al, n.d.; Ahmed, 2006; Battistoni, 2001). Further, faculty members involved in service learning require a certain level of training in regards to the administrative tasks related to the pedagogy. Butin (2007) suggests that service learning in simply "another useful tool in [faculty's] pedagogical toolbox" (p. 37). In order to prepare

faculty to utilize this pedagogy, faculty development that addresses service learning's theoretical framework, and key recommendations for effective integration are necessary.

Kember and McKay (1996) recommend that faculty development strategies divert from traditional positivist approaches and instead highlight action research methodologies that value reflection on experiences. Further, Kember and McKay argue that developing the skills necessary for a reflective practice often positively impact student learning outcomes (p. 534). Honing these skills will very likely enable faculty to be communicate the methods and objectives of reflection within service learning. As such, training for service learning faculty that emphasizes the tenets of action research and attempts to strengthen faculty members' ability to reflect in and on action so that they may in turn be better equipped to teach these principles to their students is appropriate.

Garcia and Robinson argue that community college faculty need resources and professional development that prepare them to integrate civic responsibility into service learning experiences (2005, p. 6). Research is needed on the design and impact of community college faculty development in service learning pedagogies that is tailored to teach social justice. This research will support educators as they attempt to meet Ernest Boyer's call for the "scholarship of engagement" and examine the value of service learning pedagogy in teaching social justice and civic responsibility (Butin, 2007).

Zlotkowski (1998) suggests that effective service learning facilitators are trained on how to best frame the service experience, integrate the project into existing curriculum, and select meaningful reflections tools (e.g. journals and group dialogues). Faculty members should also demonstrate competence in connecting students with issues that are relevant to the students (Ahmed, 2006). Additionally, faculty members need to understand the importance of ongoing

student feedback to evaluate their facilitation strategies and their ability to clearly communicate the course information to students (Ahmed, 2006). Fogel and Cook (2008) argue that despite the emotional, physical, and intellectual demands of integrating service learning, the positive impact on the students, the community, the institution, and their own professional development make the effort worthwhile (p. 604). These points should be made during service learning faculty development to ensure that faculty have realistic expectations for incorporating service learning pedagogy, but also understand the benefit of the work they are taking on.

Communities of Practice

Schroeder (2011) posits professional development is instrumental in organizational change. She suggests that in order to have an impact on organizational change, faculty and staff must join together at the decision-making table. Schroeder's research illustrates an application of Wenger's (1998) community of practice model. Wenger (1998) describes a community of practice as a group of individuals who share similar interests and practices who come together to learn from one another and explore new topics collectively. Jeandron and Ronbinson (2010) suggests that group learning opportunities such as lunch and learn sessions, professional conferences, and institutional centers for teaching and learning that support community engaged scholarship are effective means of faculty development,

O'Meara, Sandmann, Saltmarsh, and Giles (2011) argue that existing literature on faculty engagement is limited to a specific lens (motivation, career development, organizational behavior, and cultural) and suggest faculty engagement might be better understood if examined through multiple lenses. Exploration of a professional

development group for community engagement would increase the collective knowledge of how faculty engagement advances an institution's community engagement agenda.

Conclusion

Furco and Miller (2009) state, a multitude of approaches to institutionalization exist; however, attention to institutional leadership and large stakeholder groups, such as faculty, are logical priority areas. Evidence of successful institutionalization exists in the literature, yet there is a dearth of scholarship on the theories guiding the change by which engagement is achieved as well as documentation of the institutionalization process as it unfolds. According to Holland (2000), the most urgent area for research is in organizational change and action (p. 58).

The literature suggests that community engagement in higher education has grown beyond a trend and is a mainstay for the college experience. According to some scholars, this is a much awaited return to the fundamental principles by which institutions were originally founded, particularly for the community college sector. As previously indicated, the question surrounding the institutionalization of engagement is no longer whether or not to adopt community engagement practices but rather how to best pursue these objectives based on empirical evidence. Holland (2000) states, we need to explore "what organizational strategies foster institutional capacity to adopt innovative ideas, to experiment with new programs or to assess effectiveness of current programs" (p. 56). She emphasizes, "Few have suggested means to actually promote change or organize a change process" (Holland, 2000, p. 57). Due of the dearth of empirical research on the institutionalization of engagement among community colleges, there is an opportunity to inform practice and future research on the underlying change theory guiding institutionalization as well as the methods by which change is facilitated.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology used for the research study including data collection and data analysis. The purpose of this study is to explore how community colleges increase their capacity for engagement. Three primary research questions guiding this study are as follows: (1) What are the characteristics of leadership for community engagement within the community college? (2) Who informs decision-making regarding community engagement with the community college? (2a) How does the community partner voice inform decision-making among service leaders? (2b) How does the informal service leader voice inform decision-making among senior leaders at the college? and (3) What impact does collaborative action inquiry have on individual and organizational change and the community college's learning for engagement? I will first review qualitative research methodology, specifically case study research and action research methodology, before discussing the rationale for utilizing this approach for the research study. Then, I will detail the methods of data collection and analysis that informed each action cycle inherent to action research methodology.

Design of the Study

This study is grounded in constructivism and is designed based on the idea that learning is active rather than passive and occurs through dialogue, collaborative learning, and cooperative learning (Merriam, et. al, 2007). It recognizes that learning is a process through which behavior changes. The study is also influenced by social learning theory which holds that individuals learn in relation to one another in a social context. Therefore, learning interventions involving

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two or more individuals, or a group, will produce more learning and thus behavior modification than interventions based on the individual.

Qualitative Research

Merriam (2009) states that qualitative research allows us to understand why and how a phenomenon occurs. She shares that rather than determining cause and effect, qualitative researchers seek to understand "how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009, p. 5). Qualitative methodologies reflect Dewey's theoretical foundation that knowledge and understanding emerge from our experiences. Through the systematic evaluation of experiences and their resultant learning, qualitative research designs inductively build upon existing concepts, hypothesis, and theories (Merriam, 2009).

Basic qualitative research has several unique characteristics. First, qualitative research focuses on meaning and understanding. Merriam (2009) explains that qualitative research explores the "emic," or insider's perspective, versus that of the outsider, known as the "ettic" (p. 14). Second, the researcher is the primary instrument for data collection and analysis. Through our ability to respond and adapt immediately, synthesize varied data sources including observation of verbal and nonverbal communication, and verify information, researchers play a significant role in meaning making through qualitative research (Merriam, 2009).

Third, qualitative research is an inductive process that fills gaps in existing theory or inadequately explained phenomenon. Qualitative research fills gaps in the knowledge base by building upon existing literature. This is accomplished through the addition of the researcher's "observations and intuitive understanding gleaned from being in the field" (Merriam, 2009, p. 15). Fourth, qualitative research produces rich descriptions of the context, participants, and

activities from which knowledge and understanding are gleaned. Finally, qualitative research

design is emergent and often flexible in response to changing conditions within the study

(Merriam, 2009). Qualitative researchers often spend substantial time in the field with study

participants, which enables them to discern which data are relevant for the study (Merriam,

2009).

Within qualitative research, there are multiple types of approaches and methodologies

that each provides a unique means of meaning making. This research study utilizes a qualitative

research design to understand how leaders within a community college increase their capacity for

engagement, both individually and collectively as an organization. Because of the limited scope

of the data collected from the organization and lack of transferability, a specific type of

qualitative research known as case study research was utilized.

Case study research. Qualitative case study research provides an in-depth analysis of a

bounded system, such as an organization (Merriam, 2009). According to Yin (2009), case study

research is an empirical form or inquiry utilized "to understand real-life phenomenon in depth"

by focusing on the decisions made by individuals within an organization (p. 18). Case study

research may include exploration of a single case or a synthesis of multiple cases (Yin, 2009).

Yin (2009) acknowledges that multi-case studies are more robust, but require extensive resources

beyond those typically found among single students and independent researchers. A single case

study design was selected to explore the unique context, participants and nuances of the case in

detail. This design supports the researcher in extrapolating data to form conclusions that fill gaps

in the literature on community engagement within the community college sector.

Action research methodology. Action research (AR) is a method of inquiry that

engages researchers in problem solving and responds to growth opportunities while contributing

to the knowledge of a particular field (Merriam, 2009). Merriam (2009) notes that action research pits real world people against real world challenges as it identifies practical solutions for challenges in a specific context. AR involves a cyclical approach that engages the research in continuous cycles of planning, acting, and evaluation (Coghlan & Brannick, 2010). Although the cycles in which practitioners engage may vary slightly by preference and situational needs, the core of action research is the three phase cycle. AR is a systematic means of investigation of issues in diverse contexts that allows researchers to discover effective and efficient solutions with broad applications (Stringer, 2007, p. 6). Although AR addresses the unique situational needs of a specific organization, its findings are intended to aid in the improvement or transformation of organizations in other contexts (Coghlan & Brannick, 2010, p. 9).

Unlike more traditional approaches to research, AR engages both the researcher(s) and subjects. A key characteristic of AR is its collaborative nature. Stringer (2007) suggests that "by incorporating the perspectives and responses of key stakeholders as an integral part of the research process, a collaborative analysis of the situation provides the basis for deep-seated understandings that lead to effective remedial action" (p.20). AR relies on a consensual approach to inquiry and assumes that the project is based on cooperation and consensus (Stringer, 2007, p. 20). Coghlan and Brannick (2010) emphasize this distinction in stating that the researcher is not the expert who makes decisions independently, but instead engages in a collaborative venture (p. 9). For stakeholders, this ensures that their concerns and desired outcomes involving the research study are discussed from the beginning of the venture and are engaged in ongoing dialogue throughout the study. As such, much of what has been presented in this document and will be covered in the research section is subject to change. The nature of AR is emergent, but my actions are informed by the literature and reflect likely scenarios.

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Because AR is related to experiential learning and reflective practice, it is an opportunity for professional growth, while simultaneously addressing genuine needs of the organization (Coghlan & Brannick, 2010). AR is a meaningful opportunity for professional development not only for the researcher(s), but others involved in the study. This experience enables learning organizations to support the growth and development of its professionals while meeting immediate needs observed by the researcher and stakeholders.

Research Design Rationale

I selected a qualitative research design because I wanted to develop a stronger, more informed understanding of how community colleges increase their capacity for engagement. Specifically, I wanted to explore leadership for the institutionalization of engagement within community colleges. As an engagement scholar practitioner then employed in the two-year sector, my work and connections naturally lent itself to a case study design. A single, multi-year design was implemented in response to the unique access I had within a willing research site. The research site, which will be discussed in the next section, is a two-year college with multiple campuses that is representative of similar organizations throughout the United States.

I held a leadership role in the college and the opportunity to establish and continue the research study for three years was agreed upon by the study stakeholders. Yin (2009) indicates that both the access to "capture circumstances and conditions" of a commonplace situation and ability to study the organization at "two or more different points in time" provide rationale for a single-case design (p. 48-49). As the community engagement movement within two-year colleges leads to increased attention to the institutionalization of engagement, this case presented a unique opportunity to facilitate, observe, and document this change process in one such organization.

Action research methodology was appropriate for the study because of my unique insider perspective and ability to lead change within the organization (Coghlan & Brannick 2010). I embarked on this study with two goals: (1) contribute to the understanding on capacity building for engagement within community colleges and (2) facilitate learning and change within my organization. Hence, action research methodology was an apt approach to investigate the change phenomena within the bounded system of the college while simultaneously influencing the change necessary to institutionalize engagement.

Sample Selection

Purposeful sample selection is a characteristic of qualitative research design. In most cases, sample selection for qualitative research is nonrandom and small (Merriam, 2009). This approach is in contrast to quantitative studies that require large, randomized samples from which researchers derive generalized, transferable conclusions. As a practitioner conducting action research within my own organization, the research site was naturally pre-selected and purposeful.

Research Site

Southeastern Community College (SCC) served as the research site for this study. SCC is a public, two-year college with multiple campuses located throughout a region of its home state. This study coincided with the college's effort to institutionalize engagement, and the college offered a unique window into the change process as it unfolded. Three study stakeholders who serve in leadership roles in the college provided input for the development of the study's participants and interventions.

Participants

The participants in this research are the members of the collaborative action inquiry group and representatives from their respective community partnerships. The six members of the

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collaborative action inquiry group are faculty and staff at the college who were recruited to participate in a study of current campus-community partnerships at the college. These participants were recruited because of their direct involvement with such partnerships at the college. The three community partners are included for two reasons. First, their participation in the study models best practices that emphasize partner involvement and voice in developing and assessing campus-community partnerships (Sandy & Holland, 2006). Secondly, the literature indicates the value of a strong underlying relationship between the representatives of campus-community partnerships, and the partners' participation in the study is an opportunity to strengthen those relationships (Bringle & Hatcher, 2002; Sandy & Holland, 2006). This small, purposeful sample will provide data directly related to the work being conducted in the study and reflects both purposeful and criterion-based sampling (Maxwell, 2005). Table 2 provides an overview of the participants included in the study's collaborative action inquiry intervention. Additionally, three members of the college leadership team served as stakeholders for the study and participated in interviews. Theses participants are also included in Table 2.

Data Collection

Data was collected throughout the study and during specific evaluation points included in the design on the study (See Appendix A – Logic Model). Field notes and researcher memos documented the study as it unfolded (Stringer, 2007). Additionally, data written reflections and interviews were used to collect data throughout the study. The section will discuss the specific methods used to collection data and how each data set informed subsequent action cycles. Table 3 lists the multiple data sources included in the study.

Table 2

Participants and Community Engagement Leadership Role

Service Leader[2]	Engagement Leadership Role
Carol, Academic Professional	Coordinates community garden campus-community partnership
Richard, Academic Administrator	Coordinates writers academy with local elementary schools
Louisa, Administrative Professional	Coordinates local K-12 campus-community partnerships
Sarah, Faculty	Coordinates research partnerships with local science museum
Julia, Student Services Professional	Coordinates volunteer opportunities for students
Mary, Administrative Professional	Coordinates children's camp hosted at the college
Community Partner	Engagement Leadership Role
Andrew	Coordinates community garden campus-community partnership
George	Coordinates volunteer opportunities for students
Thomas	Coordinates children's camp hosted at the college
College Leader	Engagement Leadership Role
Helen, Senior College Leader	Study Stakeholder
Eleanor, Senior Academic Leader	Study Stakeholder
Michelle, Senior Engagement Leader	Study Stakeholder

Table 3

Data Sources and Collection Time Period

Data Source	Collection Time Period	Quantity
Case Convening Sessions	Spring 2012 – Summer 2012	350 minutes
Service Leader Reflections (6)	Spring 2012 - Summer 2012	Six; 3-5 pages each
College Leader Interviews (3)	Fall 2012	Three; 45-60 minutes each
Service Leader Interviews (6)	Spring 2013	Six; 30-60 minutes each
Community Partner Group Sessions (3)	Fall 2012	Three; 60-120 minutes each
Community Partner Interviews (3)	Fall 2012	Three; 45-60 minutes each
Document Review	Ongoing	Reports and emails
Field Notes	Ongoing	Approximately 75 pages
Researcher Memos	Ongoing	Eight; 1-3 pages each

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[2] Pseudonyms are used to protect the identity of participants.

Preliminary Data Collection

Two strategies were implemented to initially gauge the extent to which faculty at SCC integrated service-learning into their curriculum. First, the Service Learning Advisory Committee, an internal committee that supports the coordinator of service-learning, identified six "users" among the college faculty to complete Furco's (2006) Self-Assessment for the Institutionalization of Service-Learning in Higher Education. This particular instrument was utilized because it reflects sound conceptual framework that includes the research of notable experts in the service learning and community engagement field. Further, the instrument was piloted in 1998 at 8 institutions and was revised in 2000, 2002, 2003, and 2006 based on its use and related feedback from over 200 institutions within the United States and abroad. The identified users were contacted via email with a request to complete the self-assessment. Each of the users provided various degree of feedback, though only three users completed the assessment as requested.

The three users who did not complete the rubric shared that they did not feel qualified to complete the assessment. This was an unexpected response because the advisory committee identified each of the faculty members as "users", meaning they were expected to be familiar with service learning resources at the college, or lack thereof. Based on these responses, future solicitations for feedback may include a message that reminds prospective responders that they are being asked to provide feedback based on their knowledge and experience which may range from novice to expert. This adjustment in the presentation of the assessment may alleviate the faculty members' concerns that they are not qualified to provide feedback. Because the service-learning program at the college is in a developmental stage, users identified as the most knowledgeable may in fact consider themselves novices.

Furco's rubric assesses five dimensions related to the institutionalization of service-learning: 1) Philosophy and Mission of Service-Learning; 2) Faculty Support and Involvement in Service-Learning; 3) Student Support and Involvement in Service-Learning; 4) Community Participation and Partnerships; and 5) Institutional Support for Service-Learning. Because research indicates the importance of faculty support of service learning, the advisory committee decided to focus on Dimension II - Faculty Support and Involvement in Service-Learning. Within Dimension II, four areas are addressed: Faculty Awareness, Faculty Involvement and Support, Faculty Leadership, and Faculty Incentives and Rewards. The rubric assesses each area by three stages: Stage One – Critical Mass Building; Stage Two – Quality Building; and Stage 3 – Sustained Institutionalization. Table 4 provides a copy of the described excerpt with tally of responses:

Table 4
Data collected from SCC service-learning users regarding Furco's Dimension II

DIMENSION II *Faculty Support and Involvement in Service-Learning*	STAGE ONE *Critical Mass Building*	STAGE TWO *Quality Building*	STAGE THREE *Sustained Institutionalization*
Faculty Awareness	3		
Faculty Involvement and Support	3		
Faculty Leadership	1	2	
Faculty Incentives and Rewards	2	1	

Additionally, the rubric provided an area for free-response "notes" for each section.

The second strategy to collect data was initiated by the service learning coordinator at the college. The intent was to investigate what resources were most helpful to the users so that these resources could be further developed and promoted to the faculty at large. The effort included an email sent to six "active users" who were identified as faculty who had included a service learning component in at least one course in the past year. These six survey participants included members of the inquiry group as well as faculty at large. The list of identified users

was not necessarily comprehensive as not all faculty members who incorporate service learning pedagogies report their activities to the service learning coordinator. The strategy included a brief survey with three open-ended questions that was emailed directly to the user via their college email address with a personal note from the coordinator. The questions included:

1.   What resources have you used to support integration of service learning

    into your curriculum?

    a. Of these resources, which ones have been most helpful?

    b. What type of resources would you find helpful at the college?

2.   What resources should be available to new faculty who are interested in

    adopting service learning pedagogies?

3.   Have you produced any documents that detail your experiences with

    service learning (reports, academic papers, newsletters, personal

    reflections, etc.)? If so, would you be willing to share these with

    colleagues at the college?

Five of the six identified users responded to the email. Conclusions drawn from the two data sources are somewhat tempered by the size of both samples. In each case, the samples were small, though purposeful. However, the low response rate (50%) on the Furco Self-Assessment was disappointing and reliability of the data is therefore questionable.

Initial findings. Data collected from the Furco Self-Assessment indicated that users primarily report that service learning at the college is in Stage 1- Critical Mass Building. This is not surprising as the service learning coordinator position was established in August 2010 and the program is still very much in a developmental stage. Two of the three respondents

mentioned incentives in their free responses, which suggest this may be an area of need for both existing users and the recruitment of prospective users. Perhaps more telling than the completed assessments were the responses from users who declined to complete the assessment. This suggests users at the college do not necessarily view themselves as resources to the faculty at large.

Two themes surfaced during the second phase of initial data collection. First, all five of the respondents indicated that they had either previously shared their professional experiences with service learning with colleagues or were willing to do so. These users can serve as a resource for the faculty at large in terms of buy-in and peer-to-peer learning. In this case, a key group with first-hand service learning knowledge exists that can be easily capitalized upon. This approach is supported by the users' reports that they relied on other faculty member's experiences and recommendations when initially integrating service learning pedagogies into their curriculum. In fact, two users identified the same faculty member as a key resource. Combined, these responses indicate how knowledge of service-learning may be shared with faculty. Based on the limited initial data collection, it appears that prospective users may be better recruited by their colleagues who already utilize service learning in their courses. Further, the early adopters could also serve as resources as they develop service-oriented curriculum instead of relying on the service learning coordinator to recruit new users.

Second, three respondents indicated that they would benefit from additional information on community partnerships. Specifically, they requested training on how to establish and maintain these relationships. In this case, there does not appear to be a current user who considers themselves proficient in this area. Therefore, this could be a particularly helpful topic for both novice and intermediate users at the college. An additional theme that is tied closely

with developing and maintaining community partnerships involved awareness of community needs. Two respondents indicated that it would be helpful to know what needs exist in the community to better design their service learning projects.

Initial problem identification. Based on the initial data collection to begin framing the situation related to service learning at SCC, we learned there are faculty members who are active users of service learning pedagogies. These individuals have utilized available resources and trial and error to create unique learning experiences for their students. However, there is no formal program through which these users can share their knowledge and learning experiences with their colleagues.

The study stakeholders and I identified three areas of opportunity for growth at SCC:

1. User recognition of existing service learning and community engagement knowledge;

2. Introduction of external expert knowledge; and

3. Utilization of existing internal peer-to-peer learning network

We agreed that the collaborative action inquiry group intervention would support each of three areas for growth.

Case Convenings

The format and activities of the collaborative action inquiry group were informed by the work of Torbert (2004), Neal and Neal (2011), and Nicolaides (2011). Torbert (2004) suggests that action inquiry begins because we recognize a gap between what we want to do and what we are able to do (p. 5). Leaders at SCC wanted to expand their engagement program, but knowledge and structures were not in place to support this growth. The collaborative action inquiry group was formed to identify specific gaps in the collective knowledge among service

leaders at the college and develop the capacity for service leaders to engage the community (Torbert, 2004).

The use of individual cases written by each member of the group was informed by the work of Nicolaides (2011) whose process reflected the theory of Torbert (2004). Service leaders were asked to reflect on a challenge they had encountered in their community engagement and describe the challenge in a written case. They were also asked to close the case with specific questions that they would like to receive feedback on from the other group members. A week prior to each case convening, the service leaders presenting that particular week would forward their written case as an attachment via email to the group at large. This allowed members to review the case and prepare notes for the case convening. During the case convenings, service leaders would share a brief three minute summary of their case before engaging in dialogue with the group members regarding their challenges and questions.

Neal and Neal (2011) present an approach to convening that supports authentic engagement. Their convening wheel depicted below provides a strategy for engaging group members in dialogue and identifying solutions.

Figure 2 Neal and Neal's Convening Wheel (2011, p. 9)

Neal and Neal's approach includes nine components of authentic convening. These components are defined as follows:

- At the Heart of the Matter – Who am I in relationship with others?

- Clarifying Intent – The alignment of our intention with the purpose of our engagement.

- The Invitation – A sincere offering to engage that integrates purpose with intent.

- Setting the Content – Communicating the form, function, and purpose of engagement and intent.

- Creating the Container – Creating the physical and energetic field within which we meet.

- Hearing All the Voices – Each person speaks, is heard, and is present and accounted for.

- Essential Conversation – Meaningful exchange in an atmosphere of trust.

- Creation – Something new that emerges from engagements of shared purpose and trust.

- Commitment to Action – An individual and/or collective agreement to be responsible and accountable for the way forward.

These components informed the guidelines prepared for the group and the process enacted during each case convening. The components also served as principles for the work of the group and defined the understood "ground rules" for the case convenings.

Interviews

Three sets of interviews were conducted during the study. First, two rounds of community partner interviews were conducted to provide insight on how participants engaged with their community partner and to include the community partner voice in the study. Second, college leader interviews we conducted to provide insight on the leadership of engagement for the college. Third, members of the inquiry group each completed an exit interview during which they provided insights on the collaborative action inquiry process and its utility for the group.

Community partner interviews. The collaborative action inquiry group elected not to include community partners in the case convenings. In order to include the community partner voice in our exploration, the group members and I agreed to conduct interviews with community partners represented in the group. Merriam (2009) states that interviews are a process by which a researcher and participant engage in conversation focused on questions related to a research study (p. 87). She explains that one-on-one interviews are most common, but group interviews are also an option (Merriam, 2009). Further, interviews can vary from highly structured and standardized to unstructured and informal.

Two rounds of interviews were conducted with three community partners to gain the community partner perspective on challenges presented by service leaders during the case convenings. Selection of the three partnerships was based on availability and willingness of participants. Interviews were conducted on location in the community for convenience and comfort for the community partners involved (Roulston, 2010). The first round of interviews

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was conducted in groups comprised of the principle investigator, the service-learning

coordinator, a service leader and their respective community partner. These unstructured

interviews were conversational and used primarily to observe the interaction between the

participants (Merriam, 2009). The second interview was one-on-one between the community

partners included in the first round of the interviews and the principle investigator. These

interviews were semi-structured and remained conversational but included an interview guide to

ensure that specific data was collected from each respondent (Merriam, 2009). The community

partner interview guide is provided in Appendix E.

College leader interviews. Three college leader interviews were conducted to provide

insight on leadership perspectives within the college. These semi-structured interviews were

completed by the top two senior leaders within the college and the most senior leader for the

college's engagement program. The interview guide for these interviews is provided in

Appendix E. Each interview was conducted in the office of the interviewee and lasted

approximately one hour. The findings from the college leader interviews were shared with the

collaborative action inquiry group to inform their dialogue.

Exit interviews. At the end of the study, the collaborative action inquiry participants

each completed exit interviews. The purpose of these interviews was to collect data regarding

their learning throughout the study and perspectives that informed the research questions guiding

the study. Each interview was scheduled at a time that was convenient for the participant and

was conducted in their office at the college. The interview guide for these interviews is provided

in Appendix E.

Document Review

The early planning stages of the study included a review of documents produced by the college and email exchanges between the research and study stakeholders. These documents included annual fact books, press releases, student newspapers, and other publicly available materials. Surfacing evidence of community engagement was a key component of the document review.

Field Notes and Researcher Memos

A researcher journal was maintained throughout the study. This journal included handwritten field notes from stakeholder meetings, case convenings, and interviews. Additionally, types of researcher memos were drafted throughout the study as formal reflections that discussed recent happenings during the research study, trends, and challenges encountered in the action research cycles.

<div align="center">

Data Analysis

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Data analysis began early in the study and informed subsequent actions and the direction of the study. This approach uses ongoing analysis to guide the study and is typical of action research (Stringer, 2007). Initial findings from the Furco Assessment and survey conducted by the service-learning coordinator enabled me to clarify the research questions and view the data through a more informed lens (Miles & Huberman, 1994; Ruona, 2005). My understanding of the data refined as I progressed in analyzing and synthesizing collected data (Miles & Huberman, 1994).

The research design included collecting multiple data sets in order to use triangulation to support reliable data analysis (Coghlan & Brannick, 2010). The data analysis began with service leader cases, which were rich with personal reflections of the successes and challenges that each

service leader experienced related to their community engagement activities. The first data

analysis task was to determine what patterns of behaviors were common among the participants

who presented their cases. This was necessary in order to illustrate their leadership role within

the organization and capture how their individual actions have influenced the broader college

community. I looked for examples of their behavior in the cases as well as their language and

interactions with other service leaders during the case convenings. Merriam (2009) notes the

value of data provided in narratives, such as the cases in this study, in helping us to understand

the world around us. In this research study, the knowledge derived from the cases provides

insight on leadership behaviors among service leaders at the college. This analysis helped me to

begin extracting conclusions in response to my research questions #1 – "What are the

characteristics of distributed leadership for community engagement within community

colleges?" and #2 – "What are the patterns of behavior in creating an engagement agenda?"

Utilizing an inductive, first-level coding schema, I first reviewed each case to extract key

phrases and themes related to the service leaders' behavior (Miles & Huberman, 1994; Ruona,

2005; Strauss & Corbin, 1990). I then compiled a master list of codes representing each case,

from which I further compared each case. With this list, I began creating tables to organize each

of the master codes and references to supportive data found in each transcript. These references

include line numbers within the cases and transcripts, which allow me to easily extract the

information.

While completing my first-level coding, I referenced specific words. For example, when

a service leader mentioned coordination related to community- engagement studys specifically, I

made note of it. Once I developed a master list and began a second review of each case through

a specific lens (i.e. coordination), I noted narratives of behaviors related to coordination even if

this role was not explicitly stated by the author. This process allowed me to extract descriptive statements that evidenced the service leaders' role in coordinating service projects. My master list of codes includes "003-Challenges-Coordination." In this instance, "003" references a specific example of challenges experienced by service leaders, specifically the task of coordinating engagement projects and programs. While service leaders indicated varying degrees of responsibility and challenges associated with project coordination, each participant nonetheless referenced this theme in their written case.

As data collection continued, it became apparent that I needed qualitative data analysis software to organize the vast amount of data produced by the study. Action research produces voluminous of data through audio recordings, transcriptions, field notes, email exchanges, and reviewed documents. Data-driven analysis helps reduce data to a limited extent. In this study, the recordings of the case convening sessions were not include in the data analysis due to poor audio quality. After exploring software options, I determined that I would use Ruona's (2005) method of qualitative data analysis that utilizes the widely available Microsoft® Office Word 2007. Ruona's method was selected for its ease of use, the absence of licensing fees, and because I had direct access to its creator for troubleshooting. Below, I outline the process implemented.

Step 1 Data Preparation

The first step of data analysis involved preparing the data. For interviews, this included having each audio recording professionally transcribed. For written cases, I ensured that each Word file had consistent formatting. Once I had "clean," uniform documents, I saved each file for my records. I then saved the file as a new document and organized its contents into a table according to the following procedure. First, I changed the page layout to landscape, selected all

of the text and changed it to font size 11. Next I converted the text into a table and created columns for the following information: code, ID, Q#, Data, Notes.

The final header appeared as below:

Code	ID	Q#	Turn#	Data	Notes

Data appeared in the data column, and I inserted appropriate identifiers for ID and the question number referenced in the interview guide in the Q# column. Using the numbering function, I inserted line numbers in the Turn# column. This aided the retrieval of information from the original document. I followed this procedure for each transcript and document to be analyzed.

Step 2 Data Familiarization

The second step involved reading through each file to familiarize myself with the data. I made notes in the notes column when a segment struck me as interesting or addressed a research question. Also, I segmented the data by line into meaningful segments (Ruona, 2005). When a new line was created for segmented data, I entered the ID and Q# for the new row. Then Turn# updated automatically. I read each file at least twice and added notes and continued segmenting data until I felt that I had a comfortable familiarity with the data.

Step 3 Data Coding

Using the code list I created when analyzing the written cases shared during the case convenings, I compared themes and began forming a master code list that reflected each data set. Codes, indicated by number and organized by theme, were identified inductively. Once I found the code list to be exhaustive of the themes and nuances within the data, I returned to each file to add appropriate codes to each data segment, or row, within the table. In some instances, more than one code was applicable to a data set. When this occurred, I created a new line to duplicate

the row of segmented data and included the additional code in the Code column. Once each meaningful segment was coded, I proceeded to Step 4.

Step 4 Making Meaning From Data

In step 4, I combined the coded files to generate meaning from the data (Ruona, 2005). I first open a new document and saved it as "Research Master". Then, I opened the first coded file, selected all, copied the contents, and pasted the contents into the newly created Research Master file. With the first coded table now included in the newly created Research Master, I added a row to the end of the table. In this added row, I pasted the contents of the second coded table. I continued this process until each coded table was included in the Research Master.

With all of the written data compiled into a single file, I could easily organize meaningful segments (quotes) by code, participant, or question number. Sorting the data by code allowed me to conduct "group-level analysis" through which overarching themes emerged to inform the research questions (Ruona, 2005). I then had the ability to easily navigate and reduce data as needed. Ruona's (2005) method for data analysis enabled me to condense the large amount of data that qualitative research produces and make meaning from multiple data sources.

Step 5 Data Triangualtion

Ruona's (2005) method for qualitative data analysis includes four steps; however, I included a fifth step that included data triangulation. In this step, I used field notes and researcher memos as a point of triangulation for findings that emerged from the interviews and written cases. This step enabled me to cross reference data across multiple data points and validate findings (Stringer, 2007).

Trustworthiness of the Data

Although any attempt to capture reality is limited, this research utilizes methods to capture objective "truths" (Maxwell, 2005; Merriam, 2009). There are numerous approaches to ensure rigor of research, with various tactics associated with the variety of qualitative research methods. In action research, the use of systematic and rigorous processes is the hallmark of good research (String, 2007). In traditional experimental research, rigor is achieved through established routines to achieve reliability and validity (Stringer, 2007). Stringer (2007) states

> "Rigor in action research is based on checks to ensure that the outcomes of research are trustworthy – that they do not merely reflect the particular perspectives, biases, or worldview of the researcher and that they are not based solely on superficial or simplistic analyses of the issues investigated" (p. 57)

Lincoln and Guba (1985) outline four attributes that can be established to ensure rigor of an action research study. These attributes include credibility, transferability, dependability, and confirmability. The following sections review each of these attributes and offers examples of the procedures included in this research study to establish rigor.

Credibility

Stringer (2007) indicates that evidencing the integrity of processes in action research is fundamental to establishing credibility. To provide credibility, also known as internal validity, the study was designed to allow triangulation through multiple data sources including written cases and their convening sessions, member checks, and ongoing researcher observations and journaling (Roulston, 2010). Once each data set was coded, constant comparative analysis was used to define similarities and differences across the data sets (Merriam, 2009). This triangulation strengthened the validity of the findings (Merriam, 2009).

The case convenings allowed me to clarify questions that emerged from the written cases as well as provided an open venue for me to pose questions to all participants to better inform the conclusions I drew from each case. I routinely engaged in member checks with the college leader engaged in the case convenings, and we compared our notes and discussed emerging themes from each case individually as well as themes that collectively represented challenges and opportunities for the group as a whole. These meetings were scheduled on a biweekly basis prior to the case convenings and continued throughout the collaborative action inquiry intervention.

Multiple data sources allowed for triangulation of the data collected to support internal validity (Merriam, 2009). Perspectives on leadership were collected from multiple sources including the service leaders, college leaders, community partners, as well as researcher observations.   These varied data sources capture a more holistic representation of leadership practices at the college. The constant comparative method was used to document similarities and differences among the data sources to refine the "dimension" or themes which emerged from the data (Merriam, 2009).

Additionally, I conducted the research study within an organization that I have been connected with for over six years. The exposure to the organization's culture and the study participants awards me with a deeper understanding of the data and meaning associated with it than a researcher who has had little to no engagement with the research site and its participants.

Transferability

Generally, action research outcomes are applicable only to the particular people and places involved in the study; however, transferability can be achieved through detailed description of the context, processes, and events reported in the study (Stringer, 2007). In this

study, I provide a detailed account of the context, processes, and events in the case study report found in Chapter 3 of this document. Additionally, I offer broader conclusions and implications for practice in Chapter 6.

Dependability

An inquiry audit provides a basis for dependability. In this study, I maintained a researcher journal and regularly documented events, comments, and learning as they occurred. I shared these updates with my advisor, Dr. Lorilee R. Sandmann who would in turn offer recommendations for additional reading to guide my actions as they related to the study. Together, we demonstrated dependability through the production of three study updates that detailed processes and ongoing learning.

Confirmability

Confirmability is achieved through an audit trail that evidences what data is collected during a research study (Stringer, 2007). This study produced written cases from the participants, four sets of interviews, field notes, audio recordings of group and stakeholder meetings, and researcher memos. In sum, these artifacts serve as confirmation of the processes implemented in the study and ensure trustworthiness.

Data Reporting

Merriam (2009) states the case study report is a richly descriptive document that affords the reader a vicarious experience lived through the researcher. Case study reports offer three unique advantages. First, they provide accessibility to a context that would otherwise be unavailable to the general public. Second, they present contexts and situations through the researcher's point of view, which may be familiar yet distinct in interesting ways. Third, case studies enable readers to learn from an experience with decreased defensiveness because it is less

personal (Herr & Anderson, 2005; Merriam, 2009). Yin (2009) suggests that the single case study report provides evidence of a more general phenomenon that may be of value to nonspecialists.

McNiff and Whitehead (2009) argue a good action research report is comprehensible, authentic, truthful, and appropriate. In Chapters 1 and 2, I present evidence of the appropriateness of the study as validated by the limited empirical research available on the institutionalization of engagement within community colleges. In this chapter, I present how data was collected and analyzed to ensure truthfulness to the reader. In Chapter 4, I provide my interpretation of events in the case as they unfolded. Chapter 5 includes findings from the research study that reflect research practices to ensure trustworthiness which are discussed in this chapter. Finally, in Chapter 6, I offer conclusions and implications for practice based on findings from this study.

Limitations of the Study

Each research method has advantages and disadvantages as well as prejudices against their use (Yin, 2009). Case study research is not without its critics, though it remains a commonly used method of investigation in the social sciences. Still, it is important to disclose the limitations of the method and their impact on this study. Case studies capture real-world phenomena in contexts that would otherwise be inaccessible. Within the organizational context, a myriad of variables distinguish one site from another. This case does not include randomized samples, but instead includes a purposeful sample from the college's population representing those employees who are engaged in the surrounding community. As such, one is limited in making broad generalizations based on this case study as much of the data is not transferrable. However, a keen researcher will detail a case to such an extent that readers may identify

similarities among contexts and build their own conclusions regarding the utility of the study's conclusions within their own organizations. This researcher provides such details in Chapter 4.

Another concern for nature of this study is researcher bias. Merriam (2009) suggests that case study research presents the world through the researcher's eyes; still, the researcher must ensure trustworthiness of the data. In addition to audit trails, triangulation, and member checks, the researcher's positionality statement in another means of providing transparency of the research and bias of the researcher. The following section offers this researcher's positionality and subjectivity statement.

Researcher Subjectivity & Positionality

This study allowed me to practice research and hone skills as an action researcher and change agent within my organization. Most importantly, the nature of action research methodology required that I become an expert in leveraging learning and change through collaborative action inquiry. I came to this research study as an experienced program planner who has been responsible for a variety of programs including student and community leadership development programs, mentoring programs, and faculty development programs, to name a few. The curriculum I was exposed to in my doctoral program has challenged my thinking and actions around how I engage with my professional work. There has been an apparent shift in my approach to work that is characterized by an increased awareness of situational factors, my understanding of the situation, and how I engage with others. Moreover, I now recognize my ability to lead and facilitate organization-wide change through programs that I develop independently and collaboratively.

In its elemental form, program development is "about moving toward idea implementation and achieving the intent of the many stakeholders to the planning process"

(Netting, O'Cconnor, & Fauri, 2008, p. 43). The process utilizes ideas and resources to

materialize benefits for an intended user. The linear, or rational, set posit that "planning is

intended to be an intentional, systematic, and carefully conceived movement, from problem

analysis to completion of the plan that results in the measureable resolution of a problem"

(Netting, et. al, 2008, p. 75). Whereas, the nonlinear, nonrational set holds that planning is a

more collaborative approach to decision-making that allows for learning throughout the process

and creates space for emergence, or innovation resulting from the development of new ideas

based on learning (Netting, et. al, 2008). Cervero and Wilson (2006), whose work is based in

education, approach planning from the nonlinear perspective that includes considerations for

power dynamics. They suggested that program development is "a social activity in which people

negotiate with and among interests at planning tables structured by socially organized relations

of power" (p. 85).

As I develop my own definition and approach to program development that support

organizational level change, I view myself as a nonlinear practitioner engaged in a pseudo-

rational environment. This is, of course, reflective of my experience within my organization, but

I also think that others like myself who embrace nonlinear approaches likely find themselves in

the same situation because of the prevalence of pseudo-rational thinkers. Netting, O'Connor,

and Fauri (2008) reminded us, "the program planning process unfolds in different ways,

depending on its unique context…one approach does not fit all situations" (p. 3). Instead of

applying a single approach, my goal is to familiarize myself with as many approaches as

possible, testing each one as I am able, and ultimately equipping myself with a broader

knowledge of planning and the confidence in knowing which approach is best suited for the

context in which I find myself. I have learned that the method of evaluation best used is

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determined by the desired use of the end results. Similarly, Netting, et.al (2008) suggested that a planning approach utilized is influenced by the context in which the planning occurs and the desired end result.

Cervero and Wilson (2006) noted that "experienced educators know that no matter how well the activities are preplanned, the exigencies of the situation often present opportunities as well as dilemmas that require ongoing adjustments as the activities occur" (p.17). This statement is a reminder to me of the value presented by thinking in the moment, or presencing, that nonrational thinking lends. My objective as a program planner is to offer participants the familiarity of structure and also undergird the entire process with the principles of experimentation, creativity, and emergence. By naming the principles at the forefront of my work with others, I hope to create a space for such engagement.

Power struggles further complicate the work of action research and collaborative action inquiry. Cervero and Wilson (2006) suggested that political work is a necessary part of "even the most mundane planning task or procedure" (p. 75). As a change leader and action researcher, I need to also hone my political dexterity to work within highly political environments. While Cervero and Wilson (2006) argued for political awareness, even they admit that the literature fails to clearly define what this entails (p. 79). This was evident in my research when I resigned from my full-time position at the organization and continued to engage as an outside researcher. I journaled on the new freedom I experienced in engaging with my stakeholders and other members of the organization now that I was partly removed from the political web. Bierema (2010) identified one's relation to and within an organization as positionality. She suggested that positionality is "the way people are defined by their location within shifting networks of relationships" (p. 82). I experienced the impact of location when my role within the college

shifted midway through the research study. Though I experienced a new level of collaboration with the study stakeholders, my shift in positionality was not without challenge. Negotiating my new, outsider role in relation to the work of the new director of engagement was difficult at times. As I relinquished my leadership role and Michelle asserted her authority over the community engagement initiatives at the college, I saw some of the progress I had made underutilized in favor of alternative approaches. For example, data from previous institutionalization assessments for community engagement were disregarded in favor of another assessment preferred by the new director or engagement.

Through this study, I experienced first-hand how the multitude of variables in a real-world scenario may impact the direction of a project and the interactions among those leading the project and the participants. Coghlan (2006) stated those engaged in insider action researcher have the added challenge of managing dual roles that may conflict at times. He added that the individual's responsibility to the organization and to the research may create tension for the researcher and ultimately impact relationships with fellow organizational members. At times, this tension was genuine for me during the study and left me questioning decisions I made. Ultimately, I trusted the process and engaged in what became a highly fluid, political environment while trying to balance the needs of the organization, the participants, and community partners without diminishing the importance of the research.

In the end, the leadership transition temporarily stymied progress, but the added diversity of knowledge and experience of the collaborative action inquiry group and college leadership benefited the study and ongoing efforts to institutionalize engagement at SCC. Furthermore, I developed my scholarly voice and practice while also forming a research agenda for leadership and organizational learning for community engagement. My current skill as a scholar-

practitioner far exceeds the program planning abilities I brought to the journey three years ago. Through this study I found that the interventions designed to develop the capacity for change of the organization were just as effective in developing my own capacity for change. The inherent conflicts I faced what I felt during the change process challenged me to provide evidence-based recommendations and negotiate action based on the needs of the multiple stakeholders involved in the study. The skills I developed during this study are critical to my work as a change leader.

CHAPTER 4

CASE STUDY REPORT

The purpose of this study was to explore how community colleges increase their capacity for community engagement. Three primary research questions guiding this study are as follows: (1) What are the characteristics of leadership for community engagement within the community college? (2) Who informs decision-making regarding community engagement with the community college? (2a) How does the community partner voice inform decision-making among service leaders? (2b) How does the informal service leader voice inform decision-making among senior leaders at the college? and (3) What impact does collaborative action inquiry have on the community college's learning for community engagement? This chapter presents the case studied and details the action research cycles of construction, planning, action, and evaluation conducted with the client system. The chapter also includes commentary on the researcher's positionality over the course of the study and provides insights on how changes in leadership impacted the study.

Context

The action research study presented in this case spanned three years of collaboration between the researcher and the client system. Through the researcher-research site partnership, the study evolved during the action cycles of construction, planning, action, and evaluation throughout its course. Ongoing negotiation of roles among the researcher, study stakeholders, and participants was evident throughout the study. While this continued negation is expected when conducting research inside an organization, it was more apparent in this study due to the

researcher's shift from an internal investigator to an external investigator during the study. I will

first provide an overview of the research site, the study stakeholders, and the participants. Then,

I will detail the story as it unfolded and close with a discussion on my positionality as the

researcher for the study and its inherent challenges.

Client System

Southeastern Community College (SCC) is a public, two year institution in the

southeastern United States.   The multi-site college has campuses located in five adjacent

counties that span a region of its home state. SCC enrolls over 5,000 students annually through a

combination of face-to-face, online, and hybrid courses. The college employees nearly 250

individuals which includes 100 full-time faculty. SCC is a relatively young institution, and it has

benefited from recent enrollment growth that is common within the two-year sector.

Similar to many private and public sector organizations, the weak economy is the largest

challenge facing SCC at this time. Due to statewide budget cuts with the statewide university

system, the college was forced to eliminate some positions and placed hiring freezes on

vacancies that were not deemed vital to college operations beginning in 2008. According to the

college's human resources director, finding positions for employees whose positions were

eliminated has been a priority. Fortunately, enrollment growth within the college allowed for the

creation of necessary positions at additional instructional sites. At the same time, this growth

placed an added burden on the faculty because funds were not currently available to add the

number of new faculty members needed for the increasing student body.

In 2010, SCC implemented numerous student success initiatives to support goals to

increase student retention, progression, and graduation (RPG). One of the high impact practices

implemented to support RPG was service learning. An existing academic professional was

appointed to the part-time role of coordinator of service learning to begin framing a more comprehensive community engagement program that would include outreach and service learning. Although service learning and community engagement had existed at SCC for decades, it was offered in isolated pockets through academic service learning and extra-curricular volunteerism. The creation of the service learning coordinator position was the college's first attempt to provide more structure for these activities and begin the process of institutionalization.

During the time that the service learning coordinator was appointed, I began reaching out to leaders within the college regarding the prospect of a study to explore how community colleges increase the capacity for community engagement. At the time, I was in a leadership position within the organization and directly involved with several of the student success initiatives. It seemed to me an ideal fit of scholarly interest and current practice within a context that would likely offer rich insights into the process of institutionalization of community engagement within the community college. My supervisor and the vice-president for academic affairs (VPAA) agreed that it would be a mutually beneficial study, and thus began our collaboration.

Story and Outcomes

The study cycled through distinct stages of construction, planning, action, and evaluation, and I will present the story as it cycled through each stage. Within each stage, there were mini cycles, which I will also identify and discuss. For example, the construction and planning stages of the study included action and evaluation cycles that informed the decisions made in the overarching construction and planning stages.

Study Construction

Construction of the study took shape between the summer of 2010 and the spring of 2011 and was informed by my learning through doctoral study. Specifically, I pursued courses on action research methodology and conducted a literature review that would provide a basis for the study. I regularly shared my learning from course materials and ideas for the study with the college's VPAA and two academic deans that I worked with regularly on shared projects. These informal opportunities to share my enthusiasm for the study and discuss plans helped to maintain their interest in the study and laid a foundation for more formal negotiations for the research study that took place in the summer of 2011.

When I requested that the VPAA and two academic deans serve as study stakeholders, each agreed. We then determined a date to meet to negotiate the terms of the study. During the meeting, I outlined my recommendations for a series of professional development interventions that would support the work of the college's engaged faculty (see Appendix X -Logic Model). Throughout the meeting, the stakeholders provided helpful feedback. I was surprised by their willingness to disclose plans for future projects that were not common knowledge but related to my research. For example, I learned that the college leadership was exploring a possible center for teaching and learning. The VPAA indicated that the research study, with its focus on professional development and enhanced organizational capacities, could identify additional opportunities for such a center. The way in which the stakeholders framed the proposed research within a more comprehensive context including other divisions and future projects was very encouraging. Each stakeholder shared their willingness to provide financial support for the study through their departmental budgets (i.e. materials, travel funds, etc.). We also discussed plans for preliminary data collection to inform our design of the interventions.

Initial data collection (planning and action). Initial data collection was conducted

through the existing efforts of the service learning coordinator. The objective was to assess the

extent to which service learning and community engagement were institutionalized at the

college. Furco (2006) suggests that institutionalization is evidenced in five dimensions including

philosophy and mission, faculty support, student support, campus-community partnerships, and

institutional support. Essentially, this data would provide a base-line point from which

interventions could be developed and measured. Two strategies were implemented to initially

gauge how faculty at SCC integrated service learning into their curriculum. First, the service

learning advisory committee, an internal committee that supports the coordinator of service

learning, identified six "users" among the college faculty to complete Furco's (2006) Self-

Assessment for the Institutionalization of Service Learning in Higher Education. The second

strategy was to investigate what resources were most helpful to the users so that these resources

could be further developed and promoted to the faculty at large. The effort included an email

sent to six "active users" who were identified as faculty who had included a service learning

component in at least one course in the past year.

Data collected from the Furco Self-Assessment indicated that users primarily report that

service learning at the college is in Stage 1- Critical Mass Building. This was not surprising as

the service learning coordinator position had just been established to provide structure and

congruency to existing community engagement efforts. One responder indicated that faculty

members were not aware of community engagement opportunities. She said,

"(We need) more marketing about options with service learning."

Although community engagement was taking place in isolated pockets, widespread awareness

did not exist. Another responder commented,

"Faculty awareness, involvement, and support are just beginning to show. We

have a few faculty leaders at this time, but there must be more "buy-in" for the

program to begin to show growth and move towards its potential. As of now,

there are no faculty incentives and rewards that I know of. There are not even

stipends for planning these service projects into our courses."

Another responder shared a similar perspective,

"I think that most faculty are aware that service learning exists. However, most

are not involved and although supportive of colleagues' efforts, they are not

actively supporting the process. At this point, I am not aware of any incentives

for participating other than individualized intrinsic rewards such as enjoyment of

this program, opportunity to get more involved with the community, and

professional development."

Problem formation (evaluation and construction). The study stakeholders and I

learned several key points from the initial data collection. Our findings indicated three areas of

opportunity for increased capacity for community engagement at the college:

4. User recognition of existing service learning and community engagement knowledge;

5. Introduction of external expert knowledge; and

6. Utilization of existing internal peer-to-peer learning network.

First, the service learning coordinator could help existing users to recognize their working

knowledge related to service learning pedagogies. While users range from novice to expert, their

contribution to the knowledge base of their colleagues is vital. Second, in cases where a

"resident expert" is not available for a specific topic, the service learning coordinator can arrange

for a guest speaker, webinar, book reading, or simply locate resources on the topic to share with

interested faculty. Third, the college appears to have an informal peer-to-peer learning network

for service learning users from which a more formal development program could emerge with

the aid of planning and resources. We considered these opportunities in planning details for the

study.

Study Planning

With guidance and input from the study stakeholders, we developed a three part intervention

plan that would become the basis of the research study. After discussing the collaborative action

inquiry intervention and amending it to include community partners, we finalized the study plan

during the Summer 2011 semester. Together, we identified prospective members for the

collaborative action inquiry group in preparation for the first convening of the group in February

2011. Table 5 provides an overview of the interventions, and a detailed timeline for the

interventions and their evaluation is located in Appendix B.

Table 5
The Intervention Plan

Key Intervention	CI Group Process	Anticipated Outcomes	Proposed Timeline
Collaborative action inquiry Group	Engage in collaborative learning	Participants increase capacity for supporting partnerships	February – October
Assessment of Partnerships	Select tools, collect and analyze data	Formative evaluation report is produced	March – July
Professional Development Event	Oversee event planning and coordination	Participants increase their capacity to create and sustain partnerships.	April – October

In August of 2011, I took family leave. During this time, there were also significant

changes in leadership at the college. The vice-president for academic and student affairs

(VPASA) assumed the role of interim president, an academic dean who also served as a study

stakeholder advanced to interim VPASA, and a part-time faculty member was hired to replace

the part-time coordinator of service learning who had resigned. Not only were these tremendous changes in the college's leadership, but it also changed the leadership dynamic for the study.

In the January 2012, I returned to the college as a part-time faculty member. Though I no longer held a leadership position at SCC, I continued to engage in the happenings of the organization through part-time work and the research study. Upon returning, I found myself navigating the entry and contracting phase again. Fortunately, much of the foundation had already been set, but the stakeholders and I needed to revisit our arrangement now that I was repositioned as an outside researcher. While I was technically an employee of the college, I did not want to take for granted that I would still have access to the resources previously available to me, such as technology, printing, and meeting space.

I met with the interim VPASA in February to clarify our arrangement moving forward and was assured that the same resources would still be available for the study. Additionally, the interim VPASA confirmed that funding would be available for the professional development event that was included as part of the study's intervention plan. During our meeting, I shared my continued effort to focus the study and clarify my research questions. I informed her that I was interested in exploring community engagement at the college more comprehensively than my original focus which was limited to academic service learning offered through courses at the college. To support my suggested shift in focus, I shared what I was reading about the nature of community engagement within community college and the insights I had gleaned from reflecting on the topic for several weeks. The VPASA approved the new direction and agreed that it would better serve our objectives to support campus-wide community engagement.

Study Action

      With the focus of the study shifting, it became apparent that the composition of the collaborative action inquiry group needed to be revisited. Fortunately, I had not yet met formally with colleagues who had originally agreed to participate. Because the timeline of the study was updated, changing the composition of the group also gave former participants an opportunity to opt out if they so chose. The VPASA suggested that the new service learning coordinator and I work together to identify prospective members for the new collaborative action inquiry group.

      Collaborative action inquiry group composition. The coordinator, Michelle[3], and I discussed my ideas related to the study and the collaborative action inquiry group composition. She appeared genuinely interested in the study, and we engaged in thoughtful discussion of whom we might add to the group and the criteria we would use to finalize the roster. Together we outlined the criteria and made a list of prospective members, who we identified as "service leaders". The service leaders were college faculty and staff members who were engaged in the community and led campus-community partnerships. I also contacted leaders at each campus with the criteria and requested their recommendations, since I expected they may be apprised of current community engagement for which Michelle and I might be unaware. Furthermore, I anticipated a higher positive response rate from noting the prospective participants' recommendations by their campus administrator.

      Six employees agreed to participate in the collaborative action inquiry group. Table 6 details each service leader's classification at the college and their leadership role for community engagement.

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[3] Pseudonyms are used to protect the identity of participants.

Table 6

Service Leader Classification and Leadership Role

Service Leader Classification	Community engagement Leadership Role
Carol, Academic Professional	Coordinates community garden campus-community partnership
Richard, Academic Administrator	Coordinates writers academy with local elementary schools
Louisa, Administrative Professional	Coordinates local K-12 campus-community partnerships
Sarah, Faculty	Coordinates research partnerships with local science museum
Julia, Student Services Professional	Coordinates volunteer opportunities for students
Mary, Administrative Professional	Coordinates children's camp hosted at the college

Collaborative action inquiry group case convening. The study stakeholders and I initially agreed that the group's activities would begin in February. Our agreed upon intervention plan was three pronged and included the formation of the collaborative action inquiry group, an assessment of existing partnerships, and dissemination of the findings from the study through a professional development event. I consulted with Michelle on plans for moving forward with the group once it was formed. I was particularly concerned with the medium(s) the group would use and the implications this selection might have on the research study. Michelle and I considered using alternative technologies, such as Group Skype ® and Wimba ®, but ultimately agreed that using a new technology would create an unnecessary level of orientation and the group's limited time together would be better spent focusing on participants' cases. The group agreed via email correspondence that video conferencing was acceptable, and a Doodle® scheduling calendar was shared with participants to identify possible meeting dates.

Between March and August 2012, the group met six times and corresponded via email to discuss reflection cases authored by each service leader. The group's membership represented multiple sites and therefore met via video conference to accommodate participants' schedules.

Participants reported that they were more likely to participate with this added convenience as it decreased travel time and associated costs. Video conferencing technology is used routinely by the college's employees, and each participant was familiar with the technology. As such, there was no need for training or orientation for using this technology. The only challenge encountered with the video conferencing technology available at the college was our inability to record the meeting. Although I attempted to record audio of each session, the recordings did not capture audio from the other campus locations that were piped in via video conference. In lieu of an audio recording for each session, I made entries in my research journal during the meeting.

During the first session, Michelle and I presented the background on the research study and the goals associated with the group's activities. We introduced the case convening process and discussed how it would be used to facilitate our discussion of best practices in campus-community partnerships while also discussing challenges and successes that each group member experienced. We explained the case convenings allowed the group to focus on a single partnership, the *case*, and engage in peer coaching to support the members' learning around the case. I originally proposed that the community partner involved in the case be invited to participate to direct the group's attention to the partners' perspectives, including their needs and perceived opportunities associated with the partnerships. This proposal included references to evidence of the Campus Compact and Campus Community Partnerships for Health (CCPH) best practices for campus-community partnerships that suggest community partners be involved in assessment and planning tasks associated with campus-community partnerships. However, participants were hesitant to engage their partners early in the study citing that they were uncomfortable with inviting community partners at that point, but would be open to engaging the partners once they were comfortable with the process and felt more organized. Based on their

feedback and hesitancy to engage their partners as this stage, Michelle and I made the decision to move forward with the college employee sessions only for this intervention.

Michelle and I intentionally limited the specific requirements of each case to allow each participant to present information they believed would support their community engagement study. We provided the group with an adapted version of a case convening guide developed by Dr. Aliki Nicolaides as an explanation of the process and encouraged participants to present a challenge that they had encountered for which they would like to gain insight. Each group session began with a group check-in and closed with a group check-out facilitated by Michelle to create a space for participants to ask questions. This process also allowed us to conduct an informal member check of the information that was discussed, particularly as we extracted emerging themes from the cases (Stringer, 2007).

Six participants presented written cases to the group with one participant sharing a verbal account of her experiences. Michelle also presented her case, which reflected her transition into her new role. The cases were sent via email before our scheduled face-to-face convenings, and participants were asked to read the case and make comments before the convening. During the convenings, participants shared a summary of their case before the group engaged in dialogue around the challenges presented in the case. Then, a group discussion of the case continued for approximately forty-five minutes during which group members shared their comments, insights, and posed additional questions as necessary.

During the discussion of each case, group members would offer insights based on their experiences. In several instances, group members shared suggestions and offered solutions that the case presenter had not considered. The tone was conversational and there was rarely a silent moment. In fact, there were times that two or more group members were eager to share at the

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same time and Michelle, acting as facilitator, would interject so that everyone could be heard. It was interesting to observe that group members were surprised to learn of group members' community engagement projects presented in the cases.

I observed group members frequently making notes during the case convenings and offering to follow-up with additional information via email. This suggested to me that they were *authentically engaged* in the process and comfortable contributing their own knowledge and experience (Neal & Neal, 2011). It was not uncommon to hear group members share remarks that began with "in my experience" which I think indicated the perceived value of their personal experiences as service leaders. That is, the convening process encouraged reflection on their individual leadership practices and associated experiences, and participants were confident in the contribution of their reflections to the group's learning.

Because each case presented a challenge experienced by a service leader, Michelle was mindful to skillfully redirect the conversation when the conversation drifted. Michelle and I would remind the group that our goal was to identify challenges that each group member had experienced so that an organization-level solution could be developed. I routinely asked, "What support structures would need to be in place" so that you and other service leaders could avoid this challenge? My intent was to help direct the group towards the bigger-picture, organizational needs that were evident in their cases.

To wrap-up the convening, Michelle would share a summary of questions and requests that would be presented to the administration, discussed, and reported back to the group. For example, one case illustrated a challenge related to food vendors for community partners hosting events on campus. Michelle presented this concern to the administration, who in turn gave her an update to present to the group. In this way, Michelle became a conduit of information

between the group and the administration with communication channels running both ways. I believe this process helped her transition into her role as the new service learning leader at the college by allowing both service leaders and the administration to engage with her regularly.

Although confident in sharing feedback to their peers, participants expressed a lack of confidence in how their cases were presented and the process, which led me to reconsider our approach to structuring these sessions. Specifically, participants voiced concerns with their writing abilities and related insecurities with sharing a written document that they authored with the group. I was certain to recognize their concerns as they emerged and reassured participants they were writing to help the group to better understand their case. For example, I explained that their case need not be a piece of scholarly writing, but conversational in style. Additionally, I observed that participants appeared to struggle with the reflective learning component of the process and how it would inform our actions moving forward. One member asked, "Why can't we talk about our experiences?" This particular member did not appear to value the written cases and later chose not to provide one and instead shared her experiences orally during a group session. While we took time to discuss the expected outcomes of process and reassure participants, they still shared a lack of confidence in the process. I believe this resulted from plans being drafted by the study stakeholders and myself instead of being drafted by the group and presented to the stakeholders for support.

Community partner interviews. Concurrent to this study, Michelle began meeting one-on-one with service leaders and their partners to build relationships in her new role. When I learned about this, I asked to participate and was allowed to join three sessions with partners whose partnerships were discussed in the case convenings. This proved to be an alternative means of including the community partners in the study. These three partner sessions allowed

Michelle and me to meet with the community partners and their respective service leader to discuss challenges and opportunities for increased collaboration. The underlying objective of these meetings was to align existing partnership efforts with best practices to ensure the success and sustainability for each partnership.

During the community partner interviews, Michelle, the service leader, the community partner, and I would discuss challenges specific to the partnership that were presented by the service leader during the case convening sessions. These meetings created a space for the service leader and community partner to voice their concerns with each other and with Michelle. Generally, my role was limited to observation unless I was asked a specific question. These interviews were an opportunity for me to observe and document how the service leaders, community partners, and Michelle engaged with one another. This was particularly interesting to me because I wondered how the existing partnership dynamic would be influenced by the additional support from Michelle.

Michelle appeared genuinely eager to support the partnership and made suggestions for resources available to the community partner. The community partners were receptive of her feedback and appeared welcoming of her assistance for addressing challenges within the partnership. Michelle presented herself as a gateway to additional resources available at the college for both the service leader and community partner. Each interview concluded with plans for ongoing communication between the three parties (Michelle, service leader, and community partner).

Professional development event. Members of the collaborative action inquiry group continued their community engagement beyond the case convenings and coordinated a professional development event. The agenda is provided in Appendix F. The Engagement

Leadership Summits reflected the opportunities for growth and enhanced community

engagement with community partners that were presented during the case convenings. The first

college-wide summit was hosted in October of 2012, and a second summit was hosted in January

of 2013. These professional development events included over 30 employees including faculty,

staff, and administrators. Attendees discussed policy, coordination efforts, professional

development, outreach, and student needs related to community engagement. Current long-term

plans for the Office of Engagement include ongoing professional development through annual

events, including additional leadership summits.

Double-loop learning was evidenced by the collaborative action inquiry group's role in

planning and coordinating the leadership summit (Argyris, 1997). Group members incorporated

their learning from the collaborative action inquiry process into action as they developed the

content for the summit. The college-wide visioning and planning that took place during the

leadership summit is evidence of triple-loop learning. During the summit, college leaders

discussed fundamental shifts in how the college operates to support community engagement

initiatives. This shift is indicative of triple-loop learning within the college.

Study Evaluation

The results of the case convenings were influential in the development of a community of

practice among the service leaders (Wenger, 1998). First and foremost, group members were

given a space to network with other service leaders at the college and increase their knowledge

of community engagement efforts. This internal professional network has potential in leveraging

their current projects to promote the college's community engagement agenda, strengthening

these leaders' potential, and sharing their knowledge with the college community. As mentioned

previously, Michelle asked that these service leaders continue their involvement in an official advisory capacity to the newly established Office of Engagement.

Additionally, Michelle was able to present the most pressing needs of the college's service leaders to the administration who in turn responded promptly with timelines on when each concern would be addressed. Other results directly and indirectly supported the group's case convenings and the community interviews and professional development event that followed. These results include:

- Establishment of a new office of engagement
- Six partnership meetings between the new service learning director, service leaders, and their respective community partner
- Increased communication and collaboration between the office of student life and office of engagement
- Extension of an off-campus community garden to a second on-campus hands-on learning module
- Streamlining of service learning coordination for the entire college
- Creation of an online waiver for service participation
- Allocation of funds in the form of mini-grants for innovative service projects
- Development of standard catering policies for nonprofit groups on campus

These results were a culmination of multiple interventions including the collaborative action inquiry group, community partner interviews, and the leadership summit. Nearly all of these results had been in various stages of development before this study. But, they had been delayed because there was no formal channel available to submit these requests to the senior leadership of the college. By creating and leveraging a collective voice of the service leaders at the college and using this study to build sufficient communication channels, requests were expedited and brought to fruition.

Conclusion

As a change leader within my organization, I wanted to provide learning experiences that enable participants to develop their sense-making capabilities. Through nonlinear, collaborative program planning, I partnered with the college's administrators and service leaders in meaningful work in which we learned together through the process and also developed programs that support the organization's mission. Our efforts resulted in numerous changes including enhanced understanding of community engagement among participants, organizational supports for community engagement, professional development, and this case study to inform the work of practitioners in community engagement. Despite significant shifts in leadership throughout the organization during the study, we maintained the integrity of the research study through calculated and thoughtful detours to our original trajectory. In the end, we addressed the problem of insufficient organizational learning for community engagement, created structures to foster continued organizational learning, increased our understanding of community engagement, and gained an appreciation for the complicated, yet rewarding work of action research. Together, we highlighted existing community engagement knowledge and activities and advanced the institution towards authentic community engagement through collaborative action inquiry.

CHAPTER 5

FINDINGS

The purpose of this study is to explore how community colleges increase their capacity for engagement. Three primary research questions guiding this study are as follows: (1) What are the characteristics of leadership for community engagement within the community college? (2) Who informs decision-making related to community engagement at the community college? (2a) How does the community partner voice inform decision-making among service leaders? (2b) How does the informal service leader voice inform decision-making among senior leaders at the college? and (3) What impact does collaborative action inquiry have on individual and organizational change and the community college's learning for community engagement? This chapter presents findings from interviews with college leaders, service leaders, and community partners who participated in the action research study at Southeastern Community College. The findings are organized by research question with categories and sub-categories that emerged during data analysis. Table 7 provides an overview of each category and sub-category.

Table 7

Research Findings

Research Question	Findings from Data	Sub-Category of Findings
1. What are the characteristics of leadership for community engagement within community colleges?	Community engaged leadership is distributed.	• Informal Leadership • Individual Leadership
	Community engaged leaders are boundary spanners.	• Individual Expertise • Community Representation
	Community engaged leaders struggle with constant change.	• Position Shifts • Pre and Post AR Study
	Community engaged leaders share an optimal leadership model.	• Representative • Centralized Structure • Formal Communication
2. Who informs decision-making regarding community engagement with the community college?	Decision-making for community engagement has distinct characteristics.	• Reactive vs. Proactive • Independent • Collaborative
	Decision-making for community engagement includes the needs of internal and external stakeholder groups.	• Community Needs • College Needs • Student Needs
A. How does the community partner voice inform decision-making among service leaders?	The community partners' voice is shared through partnerships when considered in decision-making.	• Partner Needs • Partnership Recruitment • Partnership Implementation
B. How does the informal service leader voice inform decision-making among senior leaders at the college?	The informal service leader voice is considered by senior leaders when decisions are made.	• Informal • Inconsistent
3. What impact does collaborative action inquiry have on individual and organizational change and the community college's capacity for engagement?	Collaborative action inquiry supports the development of a community of practice.	• Collective Voice • Shared Learning • Increased Collaboration • Enhanced Awareness
	Collaborative action inquiry supports organizational change.	• Institutional Awareness • Recognizes Culture • Provides Method & Process • Opportunistic Change

What Are the Characteristics of Leadership?

The six service leaders who participated in the collaborative action inquiry group and three college stakeholders were asked during the exit interview to describe the leadership dynamic for community engagement at the college. Probing questions included in what ways leadership existed prior to the action research study, how it exists currently, and what the optimal leadership dynamic would be. Each respondent indicated that the leadership dynamic within the college has changed during the course of the study, both structurally and resultant from the study interventions. These responses were consistent with researcher observations and field notes. Additionally, respondents indicated that further changes in leadership may occur now that there is increased attention on community engagement brought on by the study. Four overarching themes related to leadership for engagement at the college emerged. These themes include evidence of a distributed leadership model, evidence boundary spanning characteristics of service leaders, recognition of changing leadership dynamics as the norm, and concrete ideas of an optimal leadership model for engagement.

Table 8

What Are the Characteristics of Leadership Findings

Research Question	Findings from Data	Sub-Category of Findings
1. **What are the characteristics of leadership for community engagement within community colleges?**	Community engaged leadership is distributed.	• Informal Leadership • Individual Leadership
	Community engaged leaders are boundary spanners.	• Individual Expertise • Community Representation
	Community engaged leaders struggle with constant change.	• Position Shifts • Pre and Post AR Study
	Community engaged leaders share an optimal leadership model.	• Representative • Centralized Structure • Formal Communication

Distributed Leadership

Leadership for community engagement at SCC in distributed throughout the college across divisions and campuses. Both the college leaders and service leaders recognized the variety of leadership roles associated with community engagement. The college leaders described a leadership model in which every employee has a role in supporting the college's engagement in the community. This distributed leadership dynamic was observed throughout the study and is reflective of characteristics ascribed to distributed leadership in the literature. According to Spillane (2005), distributed leadership is a practice that reflects the interactions of formal and informal leaders within an organization who contribute to a shared agenda based on individual expertise and interest. Participants in the study viewed this leadership dynamic as an asset to be leveraged. Helen, a senior college leader, reflected,

> "Well, I can't offhand think of anything who isn't a player. From the faculty member who stands in the classroom and operates as a coach, actively involved in participatory learning who is using local examples of everything from economics to psychology in a place where it's happenings so that students are getting theoretical and practical understandings to the president who is a face, but only one of the faces."

Helen's response typified the rhetoric of engagement that is expected of senior leaders within colleges. She then expanded on her assessment of current engagement leadership within the college to emphasize that all employees have the responsibility to support engagement. Helen argued, "Everyone one of us is a voice and a face of engagement. If we aren't, then we're missing a part of our job." Helen's stance suggests that the college leadership recognizes that a single leader or unit alone does not achieve engagement; instead, engagement is achieved

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through a culmination of roles, tasks, and skills sets that function in concert to create an engaged

college.

> Michelle, the engagement office director, echoed Helen's perspective,
>
> "It's not just the administrators, especially with the faculty and staff who have been
>
> engaged for so long and doing their own projects… there are leaders throughout all of
>
> (the college), whether it's faculty, staff, or administrators."

Similar to Helen, Michelle had a clear familiarity with the rhetoric of engagement and espoused

that every college employee has a leadership role to fill according to their individual position and

skill set. Michelle viewed her leadership role as an advocate and coach. She said,

> "Across the board we have leaders… you've got those who are self-starters and have
>
> been doing this for a while and then you've got those who are curious but have felt like
>
> they have not had the time or the support to get it done."

Michelle emphasized her role as a resource to others by connecting service leaders with

information and also providing support in the form of coordination and encouragement. She

indicated that her role is not to create engagement opportunities, but to serve as the "guide on the

side" for the service leaders who identify and develop these opportunities for their students,

college employees, and the community. Playing this role was evidenced in the first round of

community partner interviews when Michelle provided guidance to both to the service leader and

community partner. Michelle also made available a repository of community engagement and

service learning resources for current service leaders and employees who are interested in the

topic. Two supporting themes of a distributed leadership model within the college that emerged

were the existence of individual and informal leadership roles.

Individual leadership. Service leaders demonstrated characteristics of individual leadership roles that are unconnected with one another or specific departments at SCC. Historically, service leaders operated independently of support groups or networks within the college. Each service leader acknowledged that they led their respective engagement project independently once an opportunity for a community partnership presented itself. Although additional college employees and students would participate in the engagement opportunity created by the service leader, s/he clearly recognized their role as the leader and "point person" for the project. This became an accepted norm within the college's culture to the extent that each community engagement project was recognized as "X Service Leader's Project". For example, although numerous faculty and staff participated in the Boys College Weekend, interviewees recognized the project not as a project of Southeastern Community College, but as that of Mary, an administrative professional at the college. Service leaders remarked on "Mary's project" or "Mary's work with the boys." Although it is unknown how the leadership of such projects is recognized by those external to the college, there is a clear recognition of individual project leadership within the organization.

Informal leadership. The assumed role of "service leader" among SCC employees was an informal designation prior to this study. The degree to which the project influenced the leadership dynamic for the college was evidenced by the service leader exit interview responses. Prior to the study and the creation of the office of engagement, engagement leadership at the college was unstructured and informal. One service leader described engagement activities as "underground" and another said her work was "off of the radar". This informal, unsanctioned leadership was recognized through the study and gradually became more formal through the forming of the collaborative action inquiry group and later the establishment of a community

engagement advisory committee which comprised members of the collaborative action inquiry group. Eleanor, a senior college leader, acknowledged that her interest in formalizing leadership roles related to project responsibility. She commented,

> **"**Once we sort of institutionalize (engagement) I would like everybody to abide by what policy might be our process and not be *rogue*, you know, *rogue service learning* out there only because that provides liability issues."

Whereas Eleanor was concerned about liability, the service leaders emphasized their need for support of their work in discussing the informal nature of their roles. The service leaders rationalized that, because their efforts contributed to the success of the college and its students, their work should be supported.

Mary, whose work with the Boys College Weekend gained annual recognition for the college, noted that leadership for engagement was "sparse". She continued,

> "Not that it didn't exist at all, but it didn't seem to exist in an organized fashion. It was people doing individual things or just doing their own thing and not organized."

This observation was shared by Julia, a student services professional, who noted,

> "We were all individually leading our own units or experiences for our students or even for the community without really knowing that we had other resources to pull from."

Julia went on to explain her motivation for providing leadership without organizational support. She said,

> "I have volunteered to be the community contact for our campuses (because) I enjoy that kind of stuff, and also I don't feel like there is anybody else that's in that role. If it isn't me then it's nobody."

The service leaders at the college did not seek out leadership roles, but emerged as individual, informal leaders because of their desire to engage the community. Organizational assessments for institutionalization conducted early in the study indicated that the service leaders themselves did not recognize their leadership roles. Carol, an academic professional, admitted, "I guess, in a sense, we're the leaders, or that's how it turns out for me." Carol casually accepted her distinction of "service leader" as an insignificant byproduct of work she was naturally inclined to pursue.

Service leaders reported that the study was a positive influence on the engagement leadership dynamic for the college. Mary suggested that leadership is now "more organized" and service leaders are "more aware" of engagement and collaboration opportunities which lend to "more possibilities". Mary's sense of "more" is energetic and contagious, which is evidenced by the shared sentiment. Julia agrees,

> "There are more leaders at this college who are doing the community engagement and volunteerism than I thought there were before. There are other resources, there are other people that I can contact."

Following the second college-wide Engagement Leadership Summit, Louis shared,

> "I think having these meetings today bringing us all together and understanding where we need to be and having, as we're talking about today, different rules. Instead of me doing my thing and someone else doing theirs, now we'll have the exact same thing instead of (activities and leadership) just being very fragmented.

The collaborative action inquiry group presented an opportunity to service leaders to formalize their role and identify opportunities for collaboration. The intervention also revealed strong evidence of boundary spanning practices.

Boundary Spanning

Service leaders at SCC are boundary spanners who reflect both the college and their communities. During the case convenings, service leaders shared details of their respective community partnerships. The service leaders' boundary spanning characteristics were common among the cases. In higher education, boundary spanners are individuals who are members of the institution and also have personal and professional contacts outside of the organization (Miller, 2008). Miller (2008) states that community engagement boundaries spanners in higher education institutions have ties to the community that have "usually developed through years of community immersion, contribute to a critical accumulation of social capitol and appear to greatly assist partnerships that seek to incorporate diverse perspectives into their planning, implementation and evaluation efforts" (p. 356).

Each partnership represented in the collaborative action inquiry group was formed because the service leader recognized an opportunity to leverage resources of a community organization and the college to achieve a shared goal. These opportunities were recognized because the service leaders were already engaged in the community. That is, they spanned the boundary between their employer (the college) and their volunteer network in the community. The emergence of these partnerships from the individual level is critical to understanding how engagement is cultivated and institutionalized. Documentation of the individual leadership influence in community engagement demonstrates that institutionalization may be initiated from the bottom up within an organization (Kezar, 2012). The data suggests that the boundary spanning characteristics of individual expertise and that duality of college and community representation among service leaders laid the initial foundation from which the college's engagement efforts emerged.

Individual expertise. Based on observation, each service leader demonstrated expertise in relationship building, effective communication, negotiation, and project planning and management that did not reflect a specific position or department at SCC. Leadership for engagement within the college is not limited to a specific department or division; instead the service leaders represented the broad spectrum of college employees including faculty and staff from numerous departments. Because individual expertise was not isolated to a specific area, such as the sciences or humanities academic divisions, common leadership behaviors were explored. Interviews and field notes documented that service leaders exhibited common behaviors. What emerged was further evidence of boundary spanning characteristics. Each service leader exhibited an individual expertise related to relationship building. This relationship building expertise reflected strong communication, negotiation, and planning skills that, combined, enable each service leader to establish and cultivate a partnership with the community partner.

Richard, an academic dean who coordinated service-learning projects as a faculty member for much of his career, reflected on his initial lack of engagement expertise. He remarked,

> "I don't think of myself as an expert in anything, but I can certainly tell you where I screwed up because I definitely screwed up a lot of times. I guess my main value is just some old school person who did it (service learning) back in the pioneer days."

The trial and error tactic humbly described by Richard was a common approach to the coordination of engagement projects throughout the college. Sarah, a humanities faculty member, emphasized the importance of ongoing communication. When discussing her leadership role within a research-based partnership with a local museum, she said,

"Honestly, I am surprised the project has ran so smoothly. There are always bumps in research projects and this one has really flowed together nicely."

Sarah attributed the success of the project to open dialogue with the community partner and their ongoing negotiation for current and future projects. She noted,

"I will continue to have conversations with (the museum) about different projects that we may be able to do at the museum that will provide them with a valuable service and/or data, while providing a great research opportunity for our students."

Richard and Sarah's willingness to try new approaches despite the possibility of failure exemplify the lack of formal knowledge and training related to campus-community partnerships among the service leaders. In lieu of technical expertise, each service leader founded successful partnerships with the support of their individual, broader expertise in relationship building.

Community representation. Each participant in the collaborative action inquiry group was embedded in their community and acted on its behalf. The service leaders' actions were informed by the needs of the college and the community. This was evidenced in their discussions of on the partnerships. For example, Carol connected a community garden that she volunteered with to a broader environmental initiative that she was involved with at the college. Carol commented,

"This is an exciting endeavor and I believe that this is a great opportunity for SCC. This Community Garden Project has the potential to greatly enrich our service learning curriculum and provide numerous other outlets for various disciplines as an outdoor classroom and for field research. We will be able to engage students which will in turn increase retention and completion rates."

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As a volunteer for the community garden, Carol knew that additional volunteers were needed for the project to remain successful. She also recognized the opportunity to meet this need with students who would benefit from the experiential learning available through collaboration. Further, Carol connected the benefits of the project with the college's overarching goal to improve retention and completion rates. Her overall assessment of the community garden's needs and those of the college and the benefits on a partnership illustrated her role as a boundary spanner. Combined with her communication, negotiation, and project coordination skills, Carol successfully recognized two distinct needs in different contexts that could be alleviated with a partnership and took the steps necessary to cultivate the joint venture. Similar scenarios led to the development of other engagement projects including a research partnership with a local museum, the Boys College Weekend, on-site college fair days for local school districts, literacy and writing programs for elementary students, and multiple service-learning opportunities for SCC students and employees.

In addition to characteristics of distributed leadership and boundary spanning that were evident in the data, two additional themes regarding the nature of leadership emerged. First, changes in leadership appear to be the norm at SCC instead of the infrequent occurrence. Second, participants share a vision for the optimal community engagement leadership.

Change as Constant

Changes in leadership was a constant throughout the study. During the study, each leadership shift was documented as a unique case. At the end of the study, it was apparent that changes in leadership were not merely unique cases, but an ongoing trend that is evidenced throughout the college. Organizational changes occurred due to retirements, restructuring, and as a result of the project's influence. Key changes included those in senior leadership and the

addition of a formal, designated leadership position for engagement. At the beginning of the study, the study stakeholders included the vice-president for academic affairs (VPAA) and two academic deans. During the course of the study, academic affairs and student affairs positions were merged into the position of vice-president for academic and student affairs (VPASA). The new VPASA position was filled by the then current VPAA. Additionally, an associate vice-president for academic and student affairs position was created and one of the academic deans of the stakeholder team was promoted to this new position. This shift was swift and unexpected as each of the two new incumbents had held their previous leadership positions for less than two years.

Shortly thereafter, the retirement of the college's president led to the promotion of the vice-president for academic and student affairs to the interim president. In turn, the associate vice-president for academic and student affairs advanced to interim VPASA. These organization leadership changes influenced the direction of the study and the extent to which the work of the study influence decision-making at the college. When asked about her leadership role for engagement, the interim president commented,

> "I'm learning more about that as I have stepped over from the vice-president's role to the interim president's role. I'm seeing it as a more overarching place. I feel like…that not necessarily got me into a more important spot. I truly don't believe that. I think everyone of us in singularly important. But I do think it is my job now to fly a little higher and get a little wider view. Somebody said to me you know you're not just the president of academic affairs anymore and that's true. There's so many elements to that, and I think I need to beat the drum of our community."

In this example, the interim president indicated the she now had an increased responsibility for engagement in addition to having a stronger platform from which she could advocate for community engagement.

During the senior leadership transition, the interim president and interim VPASA determined there was a need and opportunity to establish an office of engagement. Informed by the needs presented by the collaborative action inquiry group, the college leadership formed the engagement office and the part-time coordinator of service-learning was promoted to oversee the new office full-time. Though this additional support was significant, the college leadership acknowledged that it might not be enough. Eleanor, a senior leader, shared,

> "I mean that does speak volumes and it's very important, but I see how very quickly one person will not be able to cut it. It really is going to be, I think, I hope, hugely successful and will help drive how we do business here."

Eleanor's prediction of future growth and additional leadership was indicative of the expectations the leadership had for engagement initiatives at the college. Fortunately, service leaders and college leaders share a vision of the optimal leadership model.

Optimal Leadership Model

Service leaders and college leaders presented a common vision of the optimal community engagement leadership model needed for SCC. Service leaders defined an optimal community engagement leadership model as one that is representative, centralized, and provides formal communication channels. When asked, in the exit interviews, what the optimal leadership model for the college would look like, each service leader agreed that the study helped the college to develop a more coherent leadership model and lay a foundation for future development. Louisa stated, "I think having one central office, sort of what we're doing now. Bringing the parties

together (helps)." She also emphasized that both faculty and staff need to be represented because engagement spanned activities in and out of the classroom and involved students and employees. Mary echoed this concern and suggested that a non-engaged leader should also be represented in the leadership mix. This proposed non-engaged leader would be a college administrator who is not directly involved with a campus-community partnership. She shared,

> "(You have to have) subject matter expects…then you have to have an unbiased party.
>
> You have to have your leadership represented and then those that are doing it
>
> represented."

Mary reasoned that unbiased representation in engagement leadership would add much needed diversity and insight to the work of the new central unit. She argued that a college employee who does not serve in a leadership role for a campus-community partnership should be part of the advisory group for the central unit. Mary indicated that this unbiased person might indentify blind spots in the thinking of service leaders.

Service leaders overwhelmingly cited communication as a behavior of the optimal leadership model for engagement. Mary commented,

> "Communication is huge: Communication… availability, resources. You have to
>
> communicate what your resources are. You have to be able to communicate and get
>
> people in touch with the right person and the right resource. You have to communicate
>
> the success stories, and you have to be able to communicate the values aligned with it.
>
> You have to have the foundation laid, and I think that's where we are."

Mary, much like the other service leaders, shared the importance of communication for effective leadership in terms of personal communication with one another and formal channels created by the organizational structure of the college. In discussing the leadership needed to combat the

complexities of the college's multi-site structure, Julia shared, "The only thing that will work is to have good lines of communication." She explained that her department meets weekly via videoconference to support interoffice communication. Julia indicated the necessity of these regularly meeting for keeping everyone up to date and aligned on strategic goals. She emphasized the critical role communication has for project at SCC, particularly since the college spans multiple campuses and has decentralized units that report to site deans. The service leaders' emphasis of communication as part of an optimal leadership model is important due to the varied stakeholders represented in decision-making for engagement. The next section discusses research question number two, "Who informs decision-making for community engagement at Southeastern Community College?"

Who Informs Decision-making?

Prior to the organizational change set into motion by the action research study, the college's dispersed and disjointed community engagement leadership dynamic lent itself to a maze of communication channels and uncoordinated decision-making made by individual service leaders and the college's administration. The data addressing the decision-making process at the college reflects past experiences as well as emerging approaches that resulted from the action research study. Themes within decision-making reflect how decisions are made, or the nature of decision-making, and why decisions are made or whose needs initiated the decision-making process. This section will elaborate on each theme.

Table 9

Who Informs Decision-making Findings

Research Question	Findings from Data	Sub-Category of Findings
2. **Who informs decision-making regarding community engagement with the community college?**	Decision-making for community engagement has distinct characteristics.	• Reactive vs. Proactive • Independent vs. Collaborative
	Decision-making for community engagement includes the needs of internal and external stakeholder groups.	• Community Needs • College Needs • Student Needs

Nature of Decision-making

Findings suggest that there is a specific way, or nature, of decision-making for community engagement at SCC. The findings regarding leadership for engagement at the college provided insight into the decision-making process. Just as leaders acted autonomously across the college's multiple sites, so were most decisions related to engagement made independently and without organizational input. This trend is shifting towards more collaborative and informed decision-making; however, service leaders indicated that decision-making has generally been reactive, informal, and independent. This section will discuss evidence that reflects the shift in decision-making from reactive towards proactive as well as independent towards collaborative.

From reactive towards proactive. During the research study, evidence from service leader and college leader interviews and researcher memos indicated a shift in decision-making for community engagement shift from reactive to proactive in nature. Previously, decisions were reactive to external mandates. Group learning from the collaborative action inquiry intervention initiated proactive decision-making for community engagement expansion. College leaders and service leaders both spoke of SCC's history of reactive decision-making that has limited its

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potential for growth in community engagement programs. As a veteran faculty member who has

worked for the college in times of prosper and need, Richard highlighted the trend towards

reactive decision-making as a constant during his tenure. He elaborated,

> "I've noticed the tendency of this college, and I wish it were not the case, I don't know if
>
> other colleges are the same way, but we're very reactive instead of being proactive. We
>
> won't try anything because we think in advance that it has inherent value. We wait until
>
> the need is so big that we have to do something."

He continued,

> "Just to give you an example, there's what's called a chiller, I don't even know what that
>
> is, on this campus that handles the heating and air. It's older than both of us. They are
>
> fixing it every year with duct tape. One day it's going to die. One day soon it's going to
>
> die and there will be no air conditioning or heat on this campus, right? Every year it
>
> comes up. Is this the year we're going to fix that, are we going to get a new one this year
>
> and there's always something else. We have to do this at that campus, we have to bah-
>
> bah-bah. We only have this little pot of money, right? There are enough issues like that,
>
> things that are on the verge of disaster, because no heat or air would be very bad for this
>
> campus, right? That would hurt enrollment. It would hurt retention. It would hurt
>
> everything, right? That's something that will have to be fixed. They haven't been able to
>
> fix it in advance. They're probably going to wait until it dies and then they will fix it.
>
> It's hard for us to do proactive initiatives, to get money invested on things, even if it's a
>
> general agreement that that's the right thing to do. We have to fix what's about to break
>
> and there's enough stuff that's about to break that we never get to those things that are
>
> proactive initiatives… It would be nice for (us) to get proactive."

Richard lamented missed opportunities and shared several examples of his work and ways in which engagement program growth was stifled due to the lack of proactive decision-making. He used his own experience in coordinating partnerships with local schools as an illustration. He described the growing need of local elementary schools to host college mentors and the college's inability to coordinate these efforts to a lack of personnel resources. Richard attributed the reactive nature of the college's decision-making to lack of funding. He suggested that college administrators limit action until funding is available. In turn, this explains why leadership for engagement has been limited in the past.

Despite economic hard times and budget cuts, Eleanor, the interim VPASA said that decisions regarding engagement was in response to the national movement that overwhelmingly supported what service leaders at the college had been proposing. She said,

> "It became really clear that the notion of engagement within the community and how you reach students and pique their interest in a multitude of ways, until it became clear that that was something that was a nationwide trend and was going to get full support, that's when we really started to think well maybe we need to formalize this more than it had been formalized."

Eleanor also provided examples of how decision-making was gradually becoming more proactive due to the college administrators' recognition that proactive decision-making in more beneficial for the organization. She explains that leaders in the college are beginning to take inventory of program needs and growth opportunities instead of acting only on mandated change. Like Richard, she attributed a lack of funding to reactive decision-making. Eleanor noted that despite creating an office of engagement, the new director was still limited due to insufficient funds.

Eleanor said,

> "She's hesitant to commit things to people without coming to (the president and myself)
> first typically because we don't have a lot of money, the purse strings are tight and
> president's office and my budget are more than likely the only place she's going to get
> funding."

Yet, there is evidence that decision-making was becoming more proactive. Michelle, the director
of engagement notes,

> "I think our administrators have been really smart to be paying attention to what's
> happening in the landscape, honestly. They're paying attention, they're aware, and I
> think they're proactive."

Certainly, Michelle's perspective was influenced by her relationship as a direct report to the
AVPASA. The president herself recognized the past tendency of the college towards reactive
decision-making. She reflected,

> "I think that education can no longer afford the luxury of being reactive. We've been
> reactive a long time. I think we have to be a part of that activity."

The president went on to discuss the necessity of being proactive in engagement, not just
internally in its decision-making and resource allocation, but also in its external relationship with
the community.

It appeared that the college is trending towards proactive decision-making, and the
development of this trend has begun with the senior leadership (field notes). This is an important
shift because it has the ability to increase the performance of the college related to community
engagement. The college has taken the initiative to support community engagement learning
beyond the collaborative action inquiry group and engage addition community partners in

ongoing dialogue related to best practices for campus-community partnerships. According to

Lin and Carley (1993), organizations have proactive decision makers respond to problems faster

than their reactive counterparts and are thus outperform organizations whose decision makers

have reactive tendencies.

From independent towards collaborative. Just as decision-making shifted from

reactive towards proactive, it became more collaborative and less reflective of independent

decision-making. During the study, service leaders began to collaborate when making decisions.

For example, ideas for improved structure and organization for community engagement were

shared during the case convenings. The discussion from one case in particular continued via

email following one session. Through the exchange, I observed that service leaders

demonstrated a shift in language to reflect the cohesion of the group. What has formerly been

"I" and "you" statements transformed to "we" and "us" (field notes). Louisa shared that

collaborative decision-making was a welcomed change of page. She said,

> **"**I think you need to be able to listen to what everyone has to say and not just come in and
> say this is what we're going to do. Here are my suggestions or here's an idea of how can
> we make that work."

Louisa explained that it was helpful to her to "just sort of sit back and listen" to others' ideas and

recommendations.

Collaborative decision-making is an asset to the college's community engagement

efforts. Delbecq, Van de Ven and Gustafan (1975) stated in their seminal work on group

program planning that group decision-making helps to generate ideas and set priorities. Both

idea generation and prioritization are valuable to planning successful programs, including SCC's

community engagement agenda. Decisions made among the service leaders and college leaders also reflected the various needs of stakeholder groups elaborated in the next section.

Need Based

Decision-making for engagement at SCC is based on the needs of multiple stakeholder groups. Service leaders and administrators' decisions are guided by the needs of students, the community, and the college. I was impressed by the service leaders' awareness of varied needs across boundaries. When discussing their projects, service leaders indicated that their decisions and action were informed by the needs of the college, including the students, and their community partner.   This section will discuss evidence of how participants informed their decisions based on various stakeholder groups.

Community needs. Community needs were explicit in the decision-making process for community engagement at the college. While expecting to document evident of the service leaders' awareness of the community's needs, I was surprised that the college administrative leaders emphasized their responsibility for seeking out the community's input and being responsive to their needs. One college leader shared,

> **"**I am on a listening tour right now and trying to be in places where I can ask the questions and just hush and listen. Because I think I need to be in an attitude of listening so that I'm' asking the question s and I'm open."

She elaborated on the needs to be "open" and receptive to the feedback on community members. She explained that she and other leaders may not like what they here at times, but that it is nonetheless important that they actively seek out this information and frame the college's strategies to meet the needs of the community whenever possible.

Similarly, Mary commented on the importance of the community partner's needs when making decisions at the college. She reflected on one partnership and the planning process for a joint event. May shared that her partners input highlighted important pieces that she had not considered. She stated, "It's things that you don't necessarily think of" that come up during planning sessions with partners. This evidence supports best practices for community engagement and demonstrates the leader's intent to establish campus-community partnerships based on mutuality and reciprocity (Holland 1997).

College needs. As might be expected, the needs of the college itself are important variables in decision-making for community engagement. Much of the community engagement efforts at SCC emerged in part from needs of the college. For example, the community engagement initiative implemented in 2010 was in response to the college's need to increase retention, progression, and graduation rates. Moreover, college leaders began including engagement activities as part of strategic priorities for the college. Such plans helped service leaders and others throughout the organization to better understand the role community engagement efforts serve in the overall success of the college. Further, this provided documentation of how engagement related projects met the needs of the college.

The interim president shared,

"When we start on our next three year plan with this knowledge that we have of the potential of the (engagement) office and work with agencies across the community, I have no doubt that will guide how we formulate the next plan."

The interim president indicated that while community partners' needs are fundamental to future planning and decision-making, leaders of the college are charged with incorporating these needs into overarching strategic plans for the college. This sentiment was echoed by Eleanor who

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shared, "First and foremost the good of the institution guides what I do." She elaborated that the positive benefits of community engagement for community partners and members of the community is an added benefit of how this work support college activities.

Student needs. SCC holds true to its teaching mission in considering its students' need in the decision-making process for community engagement. Consideration of student needs was implicit in each engagement project represented by the service leaders. For example, Sarah initiated the research partnership in response to her students' specific needs. She reflected,

"Much of my drive for this project came from the fact that I had many students that were interested in research, but only a few of them felt confident enough to develop their own research project. Many students were aware they need to have research experience when applying to graduate school and I was finding that some students were transferring into 4 years schools and finding it difficult to get a lot of research experience in the limited amount of time (typically 1.5 years) before applying to graduate school. I knew that SCC could be providing some of these opportunities to students, especially the ability to develop basic research skills."

For Richard, student learning was central to the years he invested into a community writing academy. He reflected,

"Students in (my freshman English class) are not experienced writers. They are nervous about their writing, and they are worried about failure, about embarrassing themselves. And elementary school children are the exact opposite. They are courageous. They will attempt anything. You ask them to imagine they are an animal living on another planet, totally different from any animals on Earth. What would they look like? What would they eat? How would they communicate? Elementary kids would dive head first into

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this—while the college writers would question why, would ask for a purpose, for a

justification. They would do anything to halt the creative process in an effort to be

'correct' with the assignment. I wanted the college students to see how free the

elementary students were, and to learn from them."

Richard and Sarah shared examples of how successful engagement project can meet students'

needs, while Julia discussed challenges she had encountered in programming to meet student

needs. She posed her dilemma to the group and asked,

"How can I encourage them to get involved in the community and help to make a

positive impact in their county? How can I create a sense of volunteering without

pleading for it? Should I just take the chance and organize a charity event off campus

with the chance that no one or few will come?"

Julia's concern for student development and the nuances of developing a successful engagement

project illustrate the attention given to student needs by the service leaders.

In this section, I discussed that nature of decision-making for community engagement at

SCC. Data from the study suggests that the decision-making process is changing to align more

closely with community engagement best practices. As I stated previously, various stakeholders

needs, including those of students and the college community, influence decision-making. I

indicated how community partner needs influence decision-making and will present further

evidence to support this claim in the following section.

How Does the Community Partner Voice Inform Decision-making?

An interesting dynamic emerged early in the study regarding community partner

engagement, particularly as it informed decision-making. The study stakeholders approved the

collaborative action inquiry group intervention with service leader and community partner

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participation. This composition would enable the service leaders to authentically engaged with

their respective partners and learn with one another. However, Michelle voiced concern that it

was not appropriate to engage the community partner during the initial stage of exploration and

development of the engagement office. With agreement from the group, we moved forward with

the case convenings without community partner representation. This case serves as an example

of the variety of approaches in which colleges engage their partners. For SCC, the decision was

to organize basic structures and policies before engaging partners in an advisory and co-creator

capacity. Despite this decision, the case convenings and community partner interviews provided

evidence of decision-making being informed by community partners during the creation and

implementation of partnerships.

Table 10
How Does Community Partner Inform Decision-making Findings

Research Question	Findings from Data	Sub-Category of Findings
2A. How does the community partner voice inform decision-making among service leaders?	The community partners' voice is shared through partnerships when considered in decision-making.	• Partnership Recruitment • Partnership Implementation

Partnerships

The actual campus-community partnership provides a channel by which community

partners' voices inform service leaders. Evidence of the community partner voice informing

decision-making was apparent in the service leaders' discussion of partner recruitment and

partnership implementation. Additionally, the three community partners interviewed reported

that their service leader valued their input. One partner commented on the open lines of

communication he shared with his service leader. He indicated that the community partner

interview was evidence of the service leader intentionally seeking his input. He said,

"I think they do a pretty good job… she asked me what can we do, how we met your

expectations, and then vice versa, we asked her the same thing, are we meeting her

expectations?"

He continued,

"I feel like we're fulfilling our partnership to her, and vice versa. If I had an issue, or if I

needed something, I would contact her…(our communication) is a two-way street."

This community partner clearly had strong communication channels with his contact at the

college and reported a strong sense of reciprocity. The community partners' voices were evident

in both the recruitment phase of the campus-community partnership as well as ongoing

implementation. The following section discusses the influence during these phases in more

detail.

Partnership recruitment. The community partner voice influenced service leader

behavior during the recruitment phase. During the case convenings, each service leader

described how they initially engaged their service partners. Through these conversations, I

learned that the service leaders were very interested in the needs of their partners and genuinely

wanted to create a mutually beneficial partnership. This was evident in their examples of

negotiations and collaborations on projects. Louisa shared with the group that she was attuned to

prospective partner needs and often engaged in partner recruitment while volunteering in the

community. She gave an example of a recent event with a local chamber of commerce during

which she conversed with a representative of a community organization who was interested in

establishing a partnership with the college. Louisa indicated these informal conversations with

prospective partners were a common occurrence.

Similarly, Richard embarked on his project after having conversations with friends who were involved in the local school system. His friends recognized an opportunity for a partnership and indicated that Richard was just the person to lead the effort, which, of course, he did and continues to do so nearly a decade later. The service leaders are cognizant of the needs of their community partners, and this is further evidenced in their effort to maintain the partnerships.

Partnership implementation. The community partner voice continues to influence behavior among service leaders throughout the life of the partnerships as service leaders seek to maintain the campus-community partnership. Service leaders also described scenarios when they sought out input from existing partners. When asked how the community partner voice informs her decisions, Sarah commented, "We have to know what the community partner wants. Based on their needs, it's going to determine what we do and the projects that we execute for sure, so we need to hear their voice."

Prior to this study, existing community partners' contribution to decision-making typically ended with the service leader. Carol pointed out that, since she was acting indecently prior to the hiring of the service learning coordinator and the creation of the office of engagement, there was no one else to report the information. That is, there were no formal channels of communication between the service leaders and the college administration. She said, "If we're the ones that are working on the partnerships, then every time that they come to me with a need or a desire, there's really not a need to go (to someone else)." The upcoming section on the impact of the research study provides evidence of how this lack of support and communication is no longer the case for SCC. As I questioned how the community partners informed decision-making among service leaders, I also wanted to learn how service leaders

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informed decision-making among the college leaders. In this next section, I will discuss this topic in relation to the data collected.

How Does the Service Leader Voice Inform Decision-making?

The exit interview question of how the informal service leader informs the college's senior leaders' decision elicited data that evidenced how beneficial the research study was for the service leaders and the organization. Individually, the service leaders indicated that their influence on senior leadership decision-making was informal and inconsistent at best. At worst, it was believed to be nonexistent. While not a critique of the either the service leaders or college leaders, this illustrates the necessity of formal communication channels to support and institutionalize engagement.   In this section, I will provide a review of service leader perceptions regarding how their voice informs decision-making and then include findings that illustrate how the study leveraged the service leader voice and supported the creation of formal communication channels.

Table 11
How Does Service Leader Inform Decision-making Findings

Research Question	Findings from Data	Sub-Category of Findings
2b. How does the informal service leader voice inform decision-making among senior leaders at the college?	The informal service leader voice is considered by senior leaders when decisions are made.	• Informal • Inconsistent

Informal and Inconsistent

The extent to which service leaders inform decision-making is informal and inconsistent across the group of participants. When asked how their voice informs college leaders, service leaders' responses varied significantly. I was clear that communication channels that did exist were informal, with decisions being made "in the hallway".   Carol shared that she had once

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casually mentioned a partnership opportunity to the president who was very receptive and asked her to move forward. The president even guaranteed funding for the project. Carol said, "I feel like if I really have something to vocalize that they would listen." Carol's response was in stark contrast to Louisa who felts her voice fell upon deaf ears. In discussing the influence her voice has in decision-making, she remarked, "I don't think it does. I don't have conversations with them.

Louisa then explained that she proposed a project to a senior leader who did not appear interested though Louisa could have organized the project on her own with no additional expense.

Mary added, "I don't think I have necessarily individually impacted as much as the group has impacted (decision-making)."

Mary recognized that without formal communication channels, much of what information was sent and received varies among the participants. She gave an example from her work,

"I can send a message, the message has to be received and the message was received yesterday. I think that's more representative of the person receiving the message than me. I've put that out there before. Every year I try to acknowledge who has helped us, and some people view engagement differently."

Even Richard, who directly reports to the college leaders shared that he was unsure how his voice informed their decisions. He said,

"I don't know that. That's a good question. I do think people like Michelle will come to me and ask questions about what have I been doing and stuff. Maybe there's a connection between some of that and the initiatives that have been established."

He paused before continuing,

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"I think it's presumptuous of me to think that there would be a connection, although I

know they've been pleased by some of the publicity that we've gotten."

In this section, I described how service leaders were limited in how their voice informed

decision-making. In the following section, I will detail how the research study formed a

community of practice and gave rise to a common voice among the service leaders.

What Impact Does Collaborative Action Inquiry Have on Individual and Organizational Change and the Community College's Learning for Engagement?

The stakeholder team and I co-created this collaborative research study to explore how

the college could increase in capacity for engagement. We shared the expectation of providing

professional development to existing service leaders while also increasing our understanding of

what structures and supports are necessary to support community engagement. Throughout the

process, it was clear that the action research study itself created change in the college's capacity

for engagement through increased learning related to community engagement. This study

achieved this result through two key functions. First, the collaborative action inquiry group

intervention facilitated the development of a community of practice among service leaders.

Second, the knowledge and actions generated by the study initiated organizational change that

enabled the service leaders and college administration to make significant strides towards the

institutionalization of engagement.

Table 12

What Impact Does Action Research Have on Engagement Findings

Research Question	Findings from Data	Sub-Category of Findings
3. **What impact does collaborative action inquiry have on individual and organizational change and the community college's capacity for engagement?**	Collaborative action inquiry supports the development of a community of practice.	• Collective Voice • Shared Learning • Increased Collaboration • Enhanced Awareness
	Collaborative action inquiry supports organizational change.	• Institutional Awareness • Recognizes Culture • Provides Method & Process • Opportunistic Change

Community of Practice

Through the action research study, a community of practice was formed among the service leaders who participated. When asked during exit interviews how to the study supported community engagement, the most common response among service leaders was that it provided a common space for these distributed, individual, and informal leaders to share experiences and learn from one another. The collaborative action inquiry study created a community of practice reflective of Wenger's (1998) work. Wenger's suggested that communities or groups, such as the collaborative action inquiry group, create a space for engagement that allows participants to construct practices and identities related to the communities. The community of practice created by the collaborative action inquiry intervention overwhelmingly was the most significant success of the study as indicated by the participants. Richard, the most senior participant remarked,

> "For me the most valuable thing was the sense of community that those smaller group,
> and the larger group session, created in the sense that when I first started doing my
> gradual intermittent efforts at this, I was doing it pretty much by myself and trying things
> and if they didn't work, I'd try something else and this was even before I had had any

conversations with (another service leader) about what she was doing so I didn't have anyone to bounce ideas off of or to go to and say, "If this happens, what should I do?" There's huge value in that in just having a group of people who are trying to get the same thing done, even in different ways, just to get some ideas if something's not working or you have an impasse of some kind."

Although the service leaders had varying levels of familiarity with one another, the each indicated that they did not realize who was doing what. That is, even the service leaders were not aware of the different types of community engagement at the college prior to their involvement in the collaborative action inquiry group. Once the professional community was established, the service leaders quickly began learning from each other. As the service leaders realized that colleagues had interests in their work, they began engaging one another more during group meetings and by email. This shift in behavior reflects double-loop learning. Additionally, service leader interviews produced evidence of the community of practice exhibiting shared learning, increased collaboration, the recognition of a shared voice, and enhanced awareness. The following sections will discuss these additional examples of double-loop learning in more detail.

Shared learning. Participants commented that the community of practice provides a space for shared learning among one another. Mary reflected on her learning in the collaborative action inquiry group and emphasized how valuable it was to her to now know that she was not "doing engagement alone." She shared,

"Probably the first and foremost thing that I learned, and it might sound insignificant, but wow, what a great group of people we've got here and the things that we're doing. I was not aware of a lot of the things that we were doing. That is inspiring because then you're

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like, "Wow, I want to be more. I want to work with that person because they're getting

things done. That's encouraging"

When prompted for specific examples of what she had learned, Mary continued,

"Awareness. That's the first thing that comes to mind. I'm sure, based on getting to know

this group that we've just touched the surface of what these people really do. Awareness

– that was key. When I say awareness, not only awareness of what they're doing but

awareness of the challenges. If four of the people that are presenting a case are having the

same challenge, well then let's work together. What have you tried, what haven't we

tried… what can we do… and brainstorm. It brings people with similar problems

together. It brings people with similar successes together so if it worked, how can we run

with that keep that wheel rolling?"

Mary's response reflected the general consensus that learning from one another was a key benefit

of participation in the group. Each of the five written cases presented by the collaborative action

inquiry group sparked lively dialogue and discussion of challenges, successes, and needs related

to engagement. I observed participants not only engaging is discussion with one another, but

also taking notes of suggestions and recommendations from their peers (field notes).

Increased collaboration. Service leaders benefited from increased collaboration as a

result of the action research study. As members of the collaborative action inquiry group began

learning from one another, they began recognizing opportunities for collaboration. Mary was

surprised by how individual leaders joined together for common goals. Specifically, she was

impressed by the collaboration in the planning and execution of the Engagement Leadership

Summit. She shared,

"The teamwork that was displayed, having people from the community there, that was kind of neat because there were people that I worked with outside of school."

Mary went on to detail that there were attendees at the Engagement Leadership Summit that she knew personally and did not realize were involved in engagement projects at the college. She indicated that what was shared during the collaborative action inquiry group meetings was "just the tip of the iceberg."

For Richard, increased collaboration for engagement means that faculty members in his division now have support for engagement work. He noted,

"I think it was encouraging to me in that from where I am now as (an academic dean), I don't feel as guilty recommending that my faculty consider taking this on. Whereas, I feel like I know how overwhelmed they are, so I'm hesitant sometimes to bring whole new big new area projects to them, but the community made me feel that it's not just an isolated effort any more. There's support there. There's organized support through the new position, but also there's just general support from a group of people who believe in this and are doing it."

Increases collaboration for engagement was viewed by participants as a product of the collaborative action inquiry intervention and as a developing organizational structure that will increase the college's capacity for engagement.

Collective voice. The community of practice formed during the study provided a collective voice for the participants. The study helped the administration to identify service leaders throughout the college, who joined together to form a "critical mass" of engagement advocates (leader interview).

Mary, for example shared that the structure of the group presented a new communication channel to the college administration that would continue to develop. She said.

"I think it's putting structure around it. I think that we have an ear that we didn't have before. I think we still have some missing pieces, but that's with anything. In time it will get better and better but I think we've made strides… That's the idea of working together."

Sarah agreed with Mary's assessment. She offered,

"I think administration was made more aware of some the issues that faculty are facing and I think we do have supportive administration within the confines of what they have to work in term of budget and what not. It is nice to know that administration is supportive of these kinds of projects as long as there is a way to work around budgetary limitations."

Sarah cites her own work as an illustration. In discussing the research partnership she developed, she says,

"My direct supervisor is more aware of what I do to a certain extent, but not fully. That is part of being a multi-campus institution where I see my supervisor once a month via video screen. If there's a problem, one of us contacts the other, but other than that…if there is no problem and the project is running, he's probably not aware. It is kind of an interesting scenario."

Here, Sarah offers insight into the unique challenges of the multi-site college and how the collaborative action inquiry groups helped to over comes these challenges by offering a shared platform to voice the details of engagement projects.

Enhanced awareness. The action research study enhanced awareness of community engagement throughout SCC. Through the community of practice created by the collaborative

action inquiry intervention and the platform is provided for service leaders, knowledge of engagement opportunities spread throughout the college. One college leader commented that the study "sparked an energy and excitement" about engagement that had not existed before (field notes). When asked if she had observed impacts of the action research study, Mary said,

> "Yes, but probably not in the way that you're expecting. One of the things that really, that I walked away surprised was some of the people that attended the summit. Some people that I would have expected to see weren't there. Now, I'm not judging, they could have had a conflict or anything, but then there were other people that never in a million years would I have expected to see there and they were there. That alone is positive. That means there's an interest and we haven't tapped into that. That in itself to me was a success."

Mary's observation suggests that awareness of engagement throughout the college increased as a result of the study. The potential of the new individuals who are showing interest in engagement was significant to the growth and institutionalization of engagement. Sarah also recognized additional opportunities for the college resulting from the study. She said,

> "There's no reason why this isn't something that admissions should be bragging about to new students. It has to trickle down from administration. These are projects that are going to bring students here. Especially with our dip in enrollment recently, we really need to think about what we have to invest in to really help recruit."

Sarah's comment also demonstrates the service leaders' cognizance of their institutional mission and their ability to relate engagement to the broader goals of the college. The service leaders' ability to articulate these connections have further enhanced awareness of engagement opportunities and their varied benefits to the college and its students.

Organizational Change

Organizational change resulted from the action research study. The action research study brought attention to engagement activities at the college and created a space for dialogue that had never existed. Combined, these activities facilitated organizational learning within SCC. The study provided an opportunity to gain insight on how the change process emerges and the role of action research in supporting engagement. The intent of interventions included in the research study's design was to encourage double-loop learning. Double-loop learning is evidenced by questioning of underlying assumptions through reflection and taking action based on what is learned during the examination of assumptions (Argyris, Scharmer, 2009; Torbert, 2004). According to Argyris (1997), organizational learning is a process of detecting and correcting "error", which is knowledge of knowing that inhibits learning (p. 116).

Data analysis of service leader and college leader interviews produced the following themes related to organizational learning: opportunistic change; institutional awareness; culture recognition; and the methods and process. This section will present evidence of double-loop learning among participants and findings related to the change process.

Provides method and process. Action research methodology provided a welcomed method and process for service leaders to engage with one another and explore how the college could increase its capacity for engagement. Mary explained how she thought the study was beneficial. She stated,

> "I think it's putting structure around it. I think that we have an ear that we didn't have
> before. I think we still have some missing pieces, but that's with anything. In time it will
> get better and better but I think we've made strides. I think we've uncovered things that

we didn't think … never even thought of, but that's the whole idea. That's not a failure. That's the idea of working together."

She continued,

"Working together – what a concept. (laughs) Teamwork, the variance in the group and what a great dynamic. I see it as just all around as positive, and I'm impressed. We have a great group of people here. Now we just need to get that out. All we need is to get that out."

Richard appreciated how the study engaged senior leaders and was also reflective of a grassroots movement. He praised the dedicated efforts of the service leaders, but recognized that the study leveraged what had "bubbled up" from the ground level and connected the movement with senior leaders. This emergence of leadership for community engagement reflects Kezar's (2012) bottom-up theory of distributed leadership. Richard said,

"What it takes honestly for any initiative is for someone on the president, vice-president level to find it important enough to do and to say we will do this regardless of the (immediate need). We're going to do this. Service learning has bubbled up from below. We didn't have that person at the top that said this is the right thing to do so we're going to do it. Finally enough of us did it bubbling up from below that it couldn't be ignored any more. I think that's what happened here. It would be nice to have initiatives like this championed at the highest levels from the start. Maybe that happens in certain places. That's really the key thing to get an initiative started. Either it bubbles up from below and if it doesn't go away, eventually they'll do something, or you get somebody that it's important to at the very top who says this is one of the things that I stand for. We're

going to do it regardless. Then everybody suddenly thinks, "Oh, that's a great idea."

That's the way, it's either one or the other."

Years of experience as an "underground" service leader without organizational support were apparent in Richard's less enthusiastic view compared to those of other leaders. He admitted,

"I'm thrilled at the direction we're going in. I'm thrilled at what's happened. I don't

know that it will help me that much personally because I'm one year away from

retirement, but the future is great. We've been doing some form of this underground for

15 plus years, so finally somebody's kind of noticed."

In addition to providing a method by which change can emerge, the AR process also enabled participants to recognize the culture of SCC.

Recognizes culture. Throughout the action research student, participants began to recognize nuances of the culture for which they had previously been unaware. Throughout the study, participants began to notice details in the college's culture that either supported or limited engagement. This finding indicates that service leaders are forming a more comprehensive understand of engagement and can identify how the college can more strategically support engagement. Richard commented,

"I notice we're beginning to hire people who bring that knowledge and experience with

them. We didn't have that before. We have folks coming in that are expecting to do

this."

He continued,

"I think we'll see in the next few years from the combination of all of these things, the

new positions, the summits, the new faculty bringing stuff in and these case study

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meetings and discussions, I think all of that is going to work together to create an environment where service learning is a more accepted actual part of what we do."

Opportunistic change. Action research methodology enabled the service leaders and SCC to leverage opportunistic change. Change within SCC is typical of higher education institutions; it is incremental, often belabored, with occasional spurts of substantial change. The action research study began soon after an unprecedented change in structure and organizational reporting and coincided with an episode of significant changes in leadership. The former organizational changes were implemented to alleviate challenges presented by a dysfunctional centralized reporting structure within a multi-site institution. The later were initiated by the retirement of the college's president and included opportunistic moments for changes in leadership. Specifically, the creation of the office of engagement is an example of such opportunistic changes.

Service learning and engagement had been part of the culture at SCC for decades, but the study highlighted its potential moved it to the forefront of everyone's mind. Eleanor explained that "the timing was right." She said,

> "Once we really started to get more students into it, you know, when we had class here and class there, but once it became – we've got 14, 15 classes and they all need something it became clear that we needed not to be patchwork, that we needed to put something together. And the timing was right. And like I said, the statewide graduation initiative, that was very important. It just seemed like we had the resources at the right time to put it into an office."

Institutional awareness. During the study, institutional awareness of community engagement increased. As Eleanor indicated, the study increased the institutional awareness of

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the engagement activities that were already underway as well as opportunities for growth. The action research study provided a platform for service leaders and other advocates of community engagement, which ultimately increase institutional awareness of engagement initiatives underway.   During her final interview for the study, Eleanor commented how the contribution of the study. She said,

"Well, it's exciting and there are even more moving pieces that you said than I thought that there would be. I really am so glad that (the) project has forced the creation of the group and the formation of some of these relationships. And frankly, because of what you've done, we have people who are really excited about it who probably wouldn't have had that outlet before and that's going to really, I think, contribute heavily to the, not just the growth of the office, but peoples anticipation of what they're going to do and excitement."

Eleanor continued to reflect on the humble beginnings of the initiative years prior to the project. She elaborated,

"Because as I said, we've been playing around with service learning for a long time and if we can finally generate a critical mass of energy behind it that will be great and I think that what you've done with (the) project has really prompted that, sort of got that going."

Eleanor concluded the interview with her thanks for "using us as our laboratory."

While the movement was new to many throughout the college, veteran leaders felt like the change had been in the works for years. Richard remarked,

"I'm glad there's a position now. I do have kind of a, 'It's about damn time' attitude about it, but I guess I should be grateful."

Summary

The community engagement action research study at Southeastern Community College provided evidence of the nature of leadership and decision-making at the college as well as how collaborative action inquiry can help colleges increase their capacity for engagement. The study's findings related to leadership, decision-making, and the impact of action research in developing an engaged institution. It was found that engagement leadership for the college was distributed and that boundary spanning characteristic are common among service leaders. As evidenced by the literature and findings from this study, these leadership behaviors encourage community engagement. I also learned that decision-making is informed by the needs of the college, the community, and students and is becoming more collaborative and proactive in response to the study's interventions. These findings reveal that there is much more to learn from decision-making among service leaders, particularly those leaders whose institutions are in the process of institutionalizing engagement. Finally, the study documented how action research methodology was an approach for capacity building and organizational change through double-loop learning. This finding in particular responds to previous calls for research on the institutionalization of engagement from organizational theory and learning interventions.

This case study documented evidence of practice and theory that support leadership and change for community engagement. Collectively, the findings contained herein advance our knowledge on community engagement and provide insight on the minutiae of the institutionalization process in the community college sector. In the next chapter, I will provide conclusions derived from these findings and offer recommendations for practice, theory, and future research.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This action research case study explored how community colleges increase their capacity for community engagement. Three primary research questions guiding this study were: (1) What are the characteristics of leadership for community engagement within the community college? (2) Who informs decision-making regarding community engagement with the community college? (2a) How does the community partner voice inform decision-making among service leaders? (2b) How does the informal service leader voice inform decision-making among senior leaders at the college? and (3) What impact does collaborative action inquiry have on individual and organizational change and the community college's learning for engagement? This chapter presents conclusions and implications drawn from a multi-year action research study between the principle investigator and Southeastern Community College (SCC). The chapter will begin with a summary of the findings that addresses each research question detailed in Chapter 5 before discussing conclusions drawn from the study. Then, implication for practice will be discussed which will include an intervention model informed by the research study. Finally, the chapter will conclude with recommendations for future research.

Summary of Findings

Through a series of interventions co-created by the researcher and the study stakeholders representing SCC, the study produced findings on leadership for community engagement within community colleges, who informs the college's decision-making regarding community engagement, and the impact of action research on the college's capacity for community

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engagement. Data was collected via interviews with service leaders, college leaders, and

community partners. Field notes, researcher memos, and document review were also sources of

data. An overview of the research findings presented in Chapter 5 serves as an introduction to

the conclusions and implications that follow.

Leadership for Community Engagement

The study yielded four broad themes related to the characteristics of leaders for

community engagement within SCC. First, leadership is distributed throughout the college and

has historically been isolated within informal groups and individuals. Second, these isolated

pockets of leadership exhibited boundary spanning characteristics that included individual

expertise related to community engagement as well as personal community involvement. Third,

changes in leadership at SCC are routine and require that remaining leaders be adaptive to these

changes. Finally, community engagement leaders at SCC share views on an optimal leadership

model for community engagement that is representative, has a centralize structure, and includes

formal channels of communication.

Decision-making for Community Engagement

The study with SCC revealed that decision-making for community engagement includes

voices reflective of the numerous stakeholders involved in community engagement as well as the

nature of the decision-making process. Decisions for community engagement are informed by

service leaders and community partners; however, the channels of communication that allow for

these voices to be part of the decision-making process are informal. Thus, their inclusion has

been inconsistent in the past. As the study progressed, decision-making for engagement became

a collaborative, proactive process among service leaders.

Collaborative Action Inquiry's Impact on Organizational Learning for Community Engagement

The action research study produced two significant impacts on the college. First, it facilitated the development of a community of practice around community engagement. Community engagement and its leadership existed in isolated, informal pockets throughout SCC, and the collaborative action inquiry intervention brought these dispersed leaders together to define a common mission and set of goals for community engagement at the college. Second, action research methodology provided a process by which the service leaders and college leaders could recognize and respond to opportunities for organizational growth for community engagement.

These findings from the data inform four conclusions drawn from the study. The conclusions address leadership, communication, authenticity, and collaborative action inquiry as each topic relates to community engagement. The following section will introduce each conclusion and situate what was learned through this research within the existing literature on the topic that originally guided the development of the study.

<div align="center">Conclusions</div>

Conclusion 1: Distributed leadership to advance community engagement is derived from college employees' and community partners' boundary spanning behaviors.

Leadership for community engagement reflects the complex network of individuals within the college and the community. Traditional leadership theories that define leadership as an individual's set of knowledge and authority are insufficient for understanding the breadth of individuals involved in leadership for community engagement. Burke (2010) suggests,

"Traditional leadership theory overwhelmingly emphasizes the power and influence of a single individual to direct followers in organizational action. In order to create self-directed learners, leadership theory shifted with the aims of empowering all individuals within an organization. For both educational and organizational theory, the shift occurs due to the fact that no one individual can demonstrate leadership in all contexts" (2010, p. 52).

Burke's argument against traditional leadership theory is exemplified by the case of community engagement leadership at SCC.

In this study, we learned that leadership for community engagement is not encapsulated in a single individual or office. Instead, leadership is distributed throughout the organization and within the community through community partners. Distributed leadership theory recognizes that leadership within educational organizations extends beyond the influence of a single individual (Spillane, 2005). The theory suggests that leadership is comprised of the sum of multiple individuals within an organization. Moreover, distributed leadership theory emphasizes the influence of leadership practices rather than leadership positions within an organization and individual leadership knowledge. Spillane (2005) suggests leadership practice is a product of interaction of leaders, followers, and the context rather than a result from a leader's knowledge and skills. The distributed perspective defines leadership as the interactions between people and their situation.

This study also revealed distinct behaviors that were common among service leaders. The particular set of behaviors documented in interviews and researcher observations are boundary spanning behaviors. Boundary spanning characteristics include enhanced communication skills, connections to multiple contexts internal and external to one's

organizations, and servings as an information gatekeeper between two contexts (Tushman &

Scanlan, 1981). Research indicates that boundary spanning behaviors are prevalent among

community engagement leaders in higher education. Sandmann and Weerts (2008) contend that

higher education institutions reshape their boundaries to adopt and promote engagement agendas.

Boundary spanners within organizations function as natural extensions of institutional

boundaries that may limit community engagement. In subsequent research, Weerts and

Sandmann (2010) affirmed that boundary spanners supported community engagement initiatives

as four overlapping roles: technical expert; internal engagement advocate; engagement

champion, and community-based problem solver.

In this study we found representation of each of the four roles among service leaders in

the college. The distributed nature of the college's leadership for engagement unified by the

collaborative action inquiry intervention leveraged the individual boundary spanning roles held

by each service leader. Community partners exhibited boundary spanning characteristics as well.

For example, one community partner included in the study is also a student at SCC. The other

two leaders had ties to the college prior to the creation of their respective campus-community

partnership. Distributed leadership for community engagement included community partners.

Therefore, the distributed leadership model leveraged the boundary spanning characteristics of

the community partners as well as the service leaders employed by the college.

Conclusion 2: Within community colleges, the creation and extension of communication

channels among multiple stakeholder groups for community engagement parallels the

advancement of community engagement.

Just as leadership abilities are constructed through intentional development, so are

communication channels constructed intentionally to inform decision-making. Spillane (2005)

argues that the situation "constitutes leadership practice" suggesting that the situation defines leadership practice in the interaction with leaders and followers" (p. 145). Situational elements are also critical in enhancing communication. The collaborative action inquiry intervention in this study created a situation, or context, in which individual leaders formed a community of practice. Founded in social constructivist learning theory, Wenger (1998) suggests that groups of people who meet regularly on a specific, shared interest form a community of practice. This community of practice has the potential to increase collective learning.

This study illustrated how a community of practice also supports enhanced communication among participants. Spillane (2005) posits, "Individuals play off one another, creating a reciprocal interdependency between their actions" (p. 146). In the community of practice formed during this study, actions produced increased communication between service leaders and the college administration. Researcher observations and participant interviews provided evidence of movement toward enhanced collaborative decision-making to inform community engagement. As a result of strengthened communication among multiple stakeholder groups including service leaders, college administrators, and community partners, the college advanced its community engagement agenda. Therefore, results of the study suggest that the level communication across multiple stakeholder groups is associated with the extent to which the college's engagement agenda is advanced. Hence, increased, directed communication among stakeholder groups supports the institutionalization of engagement.

Conclusion 3: Authentic engagement exists in various degrees throughout distinct stages of institutionalization reflecting the unique contexts and stakeholder interests involved.

Authentic engagement between institutions of higher education and community partners is foremost characterized by reciprocity and mutuality (Holland, 2001). Research provides

practitioners with numerous sets of best practices which are each built on the fundamental principles of reciprocity and the concept of creating mutually beneficial partnerships in which both the college and community partner's interests and needs are reflected in the activities and outcomes of the partnership. One prominent recommendation across recommended best practices is early and ongoing inclusion of the community partner voice.

Authentic community engagement reflects activities done in concert with community partners. The emphasis of action is "with", meaning in conjunction with versus alternative approaches of less authentic community engagement activities that are guided by the premise of providing a service or charity "to" or "for" community-based partners or even merely "in" a community (Moely, et. al, 2008; Sandy & Holland, 2006). The latter creates a context in which power dynamics, particularly the authority of the college, undercut the objective of creating mutuality in the campus-community partnership. Research suggests that, in order to establish reciprocity and mutuality as the foundation of community engagement, colleges must invite and incorporate community partner input beginning in the initial stages of planning and development (Bringle & Hatcher, 2002).

At SCC, service leaders were hesitant to include community partners in the initial planning phase of the study. Once the study was underway, the researcher's recommendation to include community partners in the collaborative action inquiry was considered but ultimately rejected. Service leaders presented genuine concerns to rationalize their preferences. Such reasoning included the notion that community partners, with all that they are responsible for in their own organizations, do not have time to meet with the group, and their concern that the group and college administration's plans for future growth in community engagement initiatives lacked clarity. In fairness to the service leaders, they were considering the needs of their

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community partner in making these decisions. However, these needs were assumed by the service leaders without an actual offer to include the community partner and consider their responses.

As evidenced by community partner interview responses, this study supports the many directions colleges take in developing community engagement programs. To suggest a right and wrong way of engaging community partners and institutionalizing community engagement is narrow and short-sighted. Yet, these important decisions must include careful consideration of community partner needs. True, best practices indicate early and ongoing collaboration with community partners is ideal; however, unique contextual factors and a myriad of variables that cannot be controlled determine actual practice. The future success of SCC's community engagement program will further validate their decision to exclude the community partner voice in the development and planning for community engagement. At the conclusion of this study, evidence in the form of community partner and service leader responses supported the alternative approach of purposefully delayed community partner collaboration following the early creation and implementation of internal organizational structures to support community engagement.

Conclusion 4: Collaborative action inquiry as a method of professional and organizational development utilizes existing expertise among college employees, strengthens internal networks, and supports the institutionalization of engagement.

Existing research on leadership in higher education is generally limited to positions of authority, such as the college president and other senior positions. However, distributed leadership theory suggests instrumental leadership roles are dispersed throughout organizations and involves individuals without formal leadership roles. Kezar (2012) argues that such distributed leadership, also recognized to include grassroots or bottom-up leadership, is

instrumental to engendering change. Notably, organizational change is empowered by the convergence of traditional top-down leadership involving formal positions of authority and bottom-up leadership reflective of informal leaders distributed throughout the organization. This study yielded evidence of how such convergence is highly effective in producing organizational learning and change related to community engagement.

Most interesting is the way in which collaborative action inquiry leverages boundary spanning characteristics among the informal service leaders to support the convergence of the two leadership types in the college. Kezar (2012) emphasizes that convergence of leadership is dependent upon multiple factors, namely timing. She suggests that bottom-up leaders needs to recognize when conditions are primed for such collaboration with administrators, have the ability to capitalize of such timing, be sensitive to the needs of others in leadership roles, identify opportunities for collaboration, and demonstrate strong negotiation skills to foster communication between the two leadership groups. These characteristics of bottom-up leadership are also indicative of boundary spanning.

In this study, collaborative action inquiry provided a means of unifying the efforts of distributed, bottom-up leaders among one another. Equally important, is the role the inquiry played in connecting the thoughts and actions of informal service leaders with senior administrators at the college. The study created a rare opportunity for convergence that both the service leaders and administrators leveraged to advance community engagement at the college. The process of collaborative action inquiry extended and strengthened existing networks in the organization while also establishing new networks that incorporated common goals among individual leaders. Ultimately, this process created the conditions through which learning and change are not only possible, but opportune.

Learning Model for Distributed Leadership for Community Engagement

In search for the theoretical connection between leadership behaviors and structures, I found that Spillane (2005) proposed,

> "Structures, routines, and tools are the means through which people act. Yet, these same structures, routines, and tools are created and remade through leadership practice" (p. 147).

Distributed leadership theory holds that leadership behavior emerges through existing structures, or the lack thereof. Similarly, structures are shaped through leadership behavior.

In the absence of organizational structures for community engagement leadership, leadership behavior among service leaders will initially inform the development of organizational structures that support community engagement. In this study, distributed leadership is evidenced by the emergence of service leaders throughout the organization before formal structures were in place to support community engagement. In situations where organizational structures are in place prior to the emergence of service leaders, such structures potentially influence the behaviors of service leaders as they emerge. For example, the creation of the collaborative action inquiry group, which is now a formal advisory committee and the office of engagement, will now influence the behaviors of the service leaders. The cycles of influence included in the figure illustrate Spillane's argument that organizational structures are created and remade through leadership behavior. Spillane (2005) posits structures, routines, and tools are the means through which people act. Yet, the same structures, routines, and tools are created and remade through leadership practice. In discussi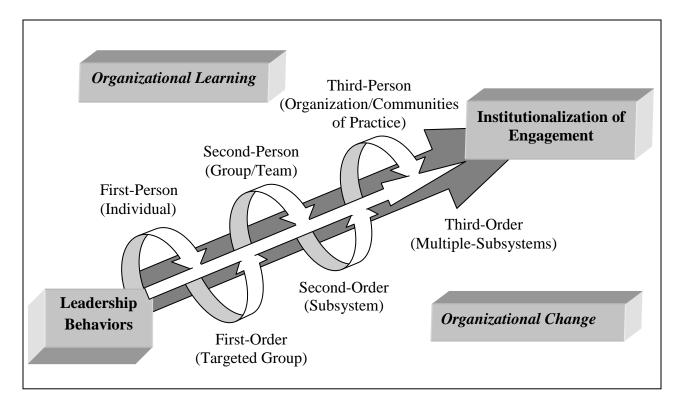ng distributed leadership theory, Spillane (2005) argues, "There is a two-way relationship between situation and practice. Aspects

of the situation can either enable or constrain practice, while practice can transform the situation" (p. 149).

This concept that "practice creates and recreates" is reflected in the multiple cycles included in the model (Spillane, 2005, p. 148). Hence, cycles of influence could be generative or degenerative depending on the context. This leads to the consideration of how collaborative action inquiry can be aligned mindfully to the cycles of influence to yield a positive, generative outcome.

Figure 3 illustrates the introduction of a learning intervention to support the advancement of community engagement when distributed leadership in apparent within the college. This learning model for distributed leadership demonstrates the connectivity of learning and change in relation to cycles of developing leadership behaviors and structures that emerge through collaborative action inquiry. The model builds upon Coghlan's (2006) model of first, second, and third-person learning. Multiple cycles of inquiry and action are represented in the model in addition to the progression of learning for the first, second, and third-person. Furthermore, the model illustrates the influence of individual, group, and organizational on organizational change. The model also illustrates the influence of organizational change on learning within an organization. Through iterative cycles of action inquiry, leadership behaviors are honed; thus, service-engagement leaders have a stronger influence on the institutionalization of engagement.

Figure 3

Learning Model for Distributed Leadership of Community Engagement

Evidence from this research study suggests that collaborative action inquiry is a vehicle by which practitioners can examine the influence of structures and behaviors on their college's community-engagement agenda in order to affect change. This supports Stringer's (2007) assertion that group inquiry enables participants to take systematic action based on collaborative investigation of a challenge. The investigation before action is instrumental in informing what types of interventions may be necessary to support the college's engagement agenda. Holland (2009) suggests that models for institutionalization of engagement are necessary and provide examples of frameworks that aid in the assessment and institutionalization of community engagement. Such frameworks are essential to our understanding of community engagement, its best practices, and support structures and leadership behaviors. In this study, collaborative

action inquiry proved an effective medium for applying these frameworks that reflect distributed leadership among other best practices in community engagement.

Implications

The study presented multiple implications for community engagement practice. The value of communication across the multiple stakeholder groups involved in community engagement emerged as a paramount finding early in this study and remained at the forefront throughout its duration. The importance of leadership in change initiatives related to community engagement was also evident. Specifically, the findings suggest that existing leadership distributed throughout an organization can be leveraged through alignment. The findings also suggest that both faculty and staff members can be valuable service leaders who may benefit from professional development. Finally, the findings demonstrate the impact of organizational learning to support the institutionalization of engagement.

Enhanced Communication for Community Engagement

The benefits of communication channels across multiple stakeholder groups were demonstrated throughout this study. The study highlighted opportunities for enhanced institutional practices and possible strategies for continued communication. For example, the study evidenced the positive impact of communication among service leaders, between service leaders and college leaders, and among community partners and service leaders. This simple, though overlooked strategy for organizational learning and change is critical to the institutionalization of engagement, particularly in decentralized higher education institutions. Through the collaborative action inquiry group, existing communication channels were strengthened and new communication channels were created. These enhanced communication channels allowed participants to coalesce as a community of practice, adopt a shared language

for community engagement at SCC, and explore strategies to extend community engagement efforts.

Leadership Alignment for Change

The study demonstrated the impact of aligning leaders dispersed throughout an organization. College administrators and community engagement leaders may find that the talent needed to institutionalize community engagement within their organization already exists. Aligning these service leaders' efforts and defining common goals increases their collective ability to effect change for engagement. This study, therefore, suggests that practitioners should provide space for collaboration and opportunities for group learning. These experiences will strengthen alignment among service leaders and provide a base of support for the college's community engagement agenda.

Professional Development Practices

Much of the literature on hiring, professional development, and promotion practices that support community engagement has focused on faculty members (O'Meara et. al, 2011). Specifically, promotion and tenure policies that support faculty community engagement have been of interest among researchers. This is due to the emphasis of academic service learning in community engagement within higher education. However, this study highlighted the leadership role of college staff, including those who do not work for a community engagement office, in advancing the college's community engagement agenda.

This study demonstrates that both faculty and staff members are important contributors to community engagement. Staff members are largely overlooked in existing literature of the professional support structures required for the institutionalization of engagement. Hence,

leader-practitioners should make a concerted effort to include staff members in professional development opportunities and provide a basis for future research.

Leveraging Organizational Learning

The learning interventions included in this study had minimal hard costs. In kind expenses included meeting space, technology, and limited office supplies. Most sessions involving college employees occurred during the lunch hour and therefore had minimal interference with participant productivity at work. Organizational learning studies such as these are valuable, cost effective means of supporting community engagement within higher education. The growth of SSC's community engagement program during the course of the study indicates the influence such a study has on the institutionalization of service learning with limited fiscal investment. Therefore, colleges interested in advancing their community engagement agendas should consider leveraging existing professional development opportunities available to service leaders and consider additional learning interventions to support community engagement initiatives.

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Future Research

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This study broke new ground for research on the institutionalization of engagement with the community college sector. It relied on knowledge of advancing community engagement in four-year institutions and considered the characteristics of community colleges as civic organizations. As a new avenue of research, additional study is needed to further increase our understanding of institutionalized engagement in community colleges. Recommendations for future research include replication of this case study as well as modifications to advance the knowledge base on interventions to increase community engagement.

Within the context of community engagement, it is important to understand how collaborative action inquiry supports the cycles of influence between leadership behaviors and organization structures, because the scope and depth of both influence the sustainability of community engagement programs, their impact on student success, and objectives related to campus-community partnerships . For example, Sandmann and Liang (2012) found that distributed leadership practices were common among institutions awarded the community engaged classification by the Carnegie Foundation for the Advancement of Teaching in the 2008 and 2010 cycles. It is, therefore, helpful to consider the extent to which distributed leadership is evident within a college that seek the community engaged classification.

Replication of Study for Multiple Cases

This study explored the institutionalization of engagement within a multi-campus community college. The nature of case study research limits the transferability of conclusions drawn from the research. Therefore, replications of the study are recommended to further validate the findings of the study. Additional case studies would confirm the impact of interventions in advancing community college's engagement agenda and provide a greater variety of contexts, variables, and considerations for practice.

Single campus institutions. Southeastern Community College is a multi-campus institution with unique challenges that are inherent to the diverse contexts in which college employers work and engage in the community. The college's five campuses represent five unique communities with distinct needs. Replication of the study with single-campus community colleges would provide an alternative view of engaging distributed service leaders.

Community partner representation. As indicated in the case in Chapter 4, the service leaders who participated in this study were hesitant to engage their community partners in the

early stages of the study. Best practices indicate that authentic engagement is achieved through early and ongoing communications and inclusion of community partners in the development of community engagement initiatives. However, this study provided evidence that the level of involvement of community partners to authentic engagement varies in organizations and may shift according to stages of development of the initiative. Future studies should consider involving a greater representation of community partners. Additionally, future studies may incorporate the community partner voice in the developmental stages of planning that were limited to the study stakeholders in this study.

Explore Alternative Interventions

Future research should explore additional learning interventions to advance community engagement. The interventions included in this study were influenced by theory and designed to meet the needs of the research site. There is an opportunity to develop a variety of interventions that address specific needs that were not evident in this study. Preliminary data collection is a valuable method for informing the development of interventions. Preliminary data collection and analysis could be conducted through collaborative action inquiry and inform the types of professional development interventions needed by the site. Community engagement takes different forms across institution types; therefore, and assessment of each campuses unique needs and objectives is needed to inform planning for action.

Alternative interventions might include a professional mentoring program that pairs community engaged scholars with new faculty. Similarly, mentoring relationships would be established between established community partners and community organizations that are interested in forming partnerships with an institution. An important consideration for the types of interventions planned is the available resources within the institution and community. For

example, leaders may consider enhancing existing professional development program with greater emphasis on community engagement. Research on additional interventions will provide practitioners with options for professional development that address the need of their college.

Summary

This study illustrated how collaborative action inquiry as professional development supports organizational learning for community engagement. According to one service leader, the collaborative action inquiry study advanced the college's engagement agenda. She said,

> "I think it put structure around [community engagement efforts]. I think that we have an ear that we didn't have before. I think we still have some missing pieces, but that's with anything. In time, it will get better and better but I think we've made strides. I think we've uncovered things that we didn't think … never even thought of, but that's the whole idea. That's not a failure. That's the idea of working together. Working together – what a concept. (laughs) Teamwork, the variance in the group and what a great dynamic. I see it as just all around as positive and I'm impressed. We have a great group of people here. Now we just need to get that out. All we need is to get that out."

Findings indicate this type of inquiry leveraged existing distributed leaders with boundary spanning characteristics who were previously dispersed throughout organization and leading engagement without institutional structures to support their work. Though a modification of best practices for authentic engagement, early planning and decision-making without community partner collaboration is one of many alternative means of inclusive practices that prioritizes the service leader's and college's needs. One of collaborative action inquiry's valuable contributions to community colleges is the enhanced communication it creates throughout the organization and with the community across multiple stakeholder groups. This study set change

into motion and facilitated the institutionalization process while providing an insider's

perspective of the institutionalization of engagement within a multi-campus community college.

Future research is warranted and will further inform our understanding of challenges and

supports of the advancement of community engagement within the community college sector.

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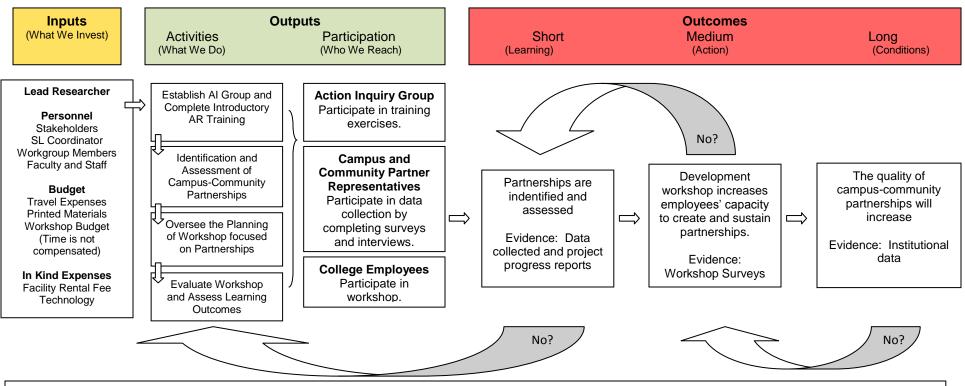Yin, R. K. (2009). *Case study research: Design and methods* (4th ed. Vol. 5). Los Angeles: Sage Publications, Inc.

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Appendix A – Project Logic Model

Project: ████████████████████ **Campus-Community Partnership Project**

Situation: A workgroup comprised of college faculty and staff is exploring existing campus-community partnerships in an eight month project that will assess current partnerships, identify possible areas of improvement, and oversee the planning and coordination of a workshop designed to increase employees' capacity to create and sustain campus-community partnerships.

Inputs (What We Invest)	Outputs		Outcomes		
	Activities (What We Do)	Participation (Who We Reach)	Short (Learning)	Medium (Action)	Long (Conditions)
Lead Researcher **Personnel** Stakeholders SL Coordinator Workgroup Members Faculty and Staff **Budget** Travel Expenses Printed Materials Workshop Budget (Time is not compensated) **In Kind Expenses** Facility Rental Fee Technology	Establish AI Group and Complete Introductory AR Training Identification and Assessment of Campus-Community Partnerships Oversee the Planning of Workshop focused on Partnerships Evaluate Workshop and Assess Learning Outcomes	**Action Inquiry Group** Participate in training exercises. **Campus and Community Partner Representatives** Participate in data collection by completing surveys and interviews. **College Employees** Participate in workshop.	Partnerships are indentified and assessed Evidence: Data collected and project progress reports	Development workshop increases employees' capacity to create and sustain partnerships. Evidence: Workshop Surveys	The quality of campus-community partnerships will increase Evidence: Institutional data

No? No? No? No?

Assumptions
1. College employees who participate in topic-focused workshops increase their knowledge and capacity to engage in the topic (e.g. campus-community partnerships).
2. The college leadership and current community partners support the study.
3. Institutional resources are available to support the study and workshop.

External Factors
1. Funding allocations.
2. Interest in attending the workshop.
3. Variables impacting campus-community partnerships (long-term outcome).

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Appendix B – Project Timeline

Project: ████████████ **Campus-Community Partnership Project**

Objectives: In order to increase employees' capacity to create and sustain campus-community partnerships, the college has authorized a focused study. The study utilizes action research methodology and includes three anticipated interventions: (1) the Action inquiry group; (2) assessment of partnerships; and (3) a faculty workshop. Each intervention is designed to build upon the others in the order in which they are listed.

Month / Intervention	February	March	April	May	June	July	August	September	October
(1) Action inquiry group	Explore Action Research Basics, Discuss Project Objectives, Convene Every Two Weeks (F2F or electronically)								
(2) Assessment of Partnerships		Distribute Surveys, Conduct Interviews, Analyze Data, Draft Report, Present to Cabinet							
(3) Faculty Workshop			Oversee Workshop Planning						
Key Milestones	1st Meeting	Instruments Selected	Data Collected	Data Analyzed	Report Drafted	Findings Presented		Workshop Hosted	Workshop Evaluated
Evaluation Points		(1)			(1)		(2)	(3)	(1)

Appendix C – Research Site Sponsor Letter

June 7, 2011

Dr. Benilda Pooser
Human Subjects Director
University of Georgia
629 Boyd G.S.R.C.
Athens, GA 30602

Dear Dr. Pooser and review committee members:

This letter affirms that Mrs. Jennifer W. Purcell has received approval to conduct research for her doctoral program at ██████████████. Mrs. Purcell's research is exempt from a full review by ███████████████'s IRB pursuant to Section 4 of the █████████████ IRB Policy. As such, the review committee has agreed to review Mrs. Purcell's IRB application that she will submit to the University of Georgia in order to expedite the exemption approval from the committee.

It is understood that Mrs. Purcell will be collecting and reviewing data that is produced through her work as the college's _____. She has the college's permission to use this data as it relates to her research project.

Sincerely,

██████████████

Appendix D – Consent Forms

COLLABORATIVE INQUIRY/SERVICE LEADER CONSENT FORM

I agree to take part in a research study titled "**The Engaged Community College: Supporting Campus-Community Partnerships Through the Scholarship of Engagement**" which is being conducted by Jennifer W. Purcell, Department of Lifelong Education, Administration, and Policy, University of Georgia, ▇▇▇▇▇▇▇ under the direction of Lorilee Sandmann, PhD, Department of Lifelong Education, Administration, and Policy, University of Georgia, ▇▇▇▇ ▇▇▇▇ My participation is voluntary; I can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have information related to me returned to me, removed from the research records, or destroyed.

The purpose of this study is to examine existing efforts to encourage the scholarship or engagement among faculty within a public, southeastern community college (▇▇▇▇▇▇▇ ▇▇▇▇). Specifically, the study will explore existing training and development structures that support faculty members' efforts to establish and strengthen campus-community partnerships. The study will contribute to the knowledge base on campus-community partnerships and the scholarship of engagement within the community college sector. Additionally, this study will examine the dynamics and effectiveness of a group-led organizational change effort and each group member's individual learning related to the project.

I will not benefit directly from this research.

If I volunteer to take part in this study, I will be asked to do the following things:

- Meet with the research workgroup at least once per month between April 2012 and October 2012 for approximately 1hours;
- Provide the researcher with personal reflections on the research process when solicited to do so; and
- Participate in audio recorded meetings related to the research project.

No discomforts, stresses, or risks to participants are expected in this research project.

Participation in this study is not anonymous; however, any individually-identifiable information about me will be kept confidential and accessible by only the researcher and the research workgroup. Audio recordings collected during this project may be accessed by the researcher and the research workgroup. These recordings will be retained for a period of five years at which point they will be erased. Internet communications between research workgroup members and the researcher will be be collected during the project. I understand that these records are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the materials are received by the researcher, standard confidentiality procedures will be employed, including but not limited to the use of password protected access to email said communications.

The researcher will answer any further questions about the research, now or during the course of the project, and can be reached by telephone at: 678-872-8008.

My signature below indicates that the researchers have answered all of my questions to my satisfaction and that I consent to volunteer for this study. I have been given a copy of this form.

_____   _____   _____
Name of Researcher   Signature   Date
Telephone: _____
Email: _____

_____   _____   _____
Name of Participant   Signature   Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

COLLEGE LEADER AND COMMUNITY PARTNER CONSENT FORM

I agree to take part in a research study titled "**The Engaged Community College: Supporting Campus-Community Partnerships Through the Scholarship of Engagement"** which is being conducted by Jennifer W. Purcell, Department of Lifelong Education, Administration, and Policy, University of Georgia, ▮▮▮▮▮▮▮ under the direction of Lorilee Sandmann, PhD, Department of Lifelong Education, Administration, and Policy, University of Georgia, ▮▮▮▮ ▮▮. My participation is voluntary; I can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have information that can be identified as mine returned to me, removed from the research records, or destroyed. If I decide to withdraw from the study, the information that can be identified as mine will be kept as part of the study and may continue to be analyzed, unless I make a written request to remove, return, or destroy the information.

The purpose of this study is to examine existing efforts to encourage community engagement at public, southeastern community college (▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ Specifically, the study will explore existing training and development structures that support faculty members' efforts to establish and strengthen campus-community partnerships. The study will contribute to the knowledge base on campus-community partnerships and the scholarship of engagement within the community college sector. Additionally, this study will examine the dynamics and effectiveness of a group-led organizational change.

I will not benefit directly from this research.

If I volunteer to take part in this study, I will be asked to do the following things:

- Participate in an audio recorded interview related to the research project; and
- Respond to additional follow-up questions via email or telephone, if necessary for data accuracy and/or added clarity.

No discomforts, stresses, or risks to participants are expected in this research project.

Participation in this study is not anonymous; however, any individually-identifiable information about me will be kept confidential and accessible by only the researcher and the research workgroup. Audio recordings collected during this project may be accessed by the researcher and the research workgroup. These recordings will be retained for a period of five years at which point they will be erased. Internet communications between research workgroup members and the researcher will be collected during the project. I understand that these records are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the materials are received by the researcher, standard confidentiality procedures will be employed, including but not limited to the use of password protected access to email said communications.

The researcher will answer any further questions about the research, now or during the course of the project, and can be reached by telephone at: ▮▮▮▮▮▮▮.

My signature below indicates that the researchers have answered all of my questions to my satisfaction and that I consent to volunteer for this study. I have been given a copy of this form.

_____   _____   _____
Name of Researcher   Signature   Date
Telephone: _____
Email: _____

_____   _____   _____
Name of Participant   Signature   Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

Appendix E – Interview Guides

Community Partner Interview Guide

Hello ____, thank you for allowing me to interview you. As Dr. ▮▮▮▮ mentioned, I am researching campus-community partnerships.   Specifically, I am interested in your thoughts on your leadership role in your existing partnership with the college. I have observed evidence of a distributed leadership model at the college, which is documented as a very effective model for community engagement, and I would like to learn more about how you view your role in this partnership.

How would you describe the leadership dynamic for your partnership?
How does your service leader represent your voice within the college?
Thinking back to the meeting you had a few months ago with your college "partner" and the service learning director, how helpful do you think that process is in supporting an effective campus-community partnership?
How would you like to be involved in the decision making process regarding campus-community partnerships at the college?
What changes could be implemented to better support your existing partnership with the college?
Do you have any other comments related to this topic that you would like to share?

Service Leader Exit interview Guide

1. In this first question, I want us to discuss leadership to community engagement at the colleges.
   a. When we began this project, how would you have characterized the leadership for community engagement? (Who had overall institutional responsibility? Who led the faculty? The students? Who taught us about doing community partnerships and service learning?
   b. How would you characterize leadership for community engagement now? (Could as the same probe as above.)
   c. What is an ideal leadership model?
      i. How might we achieve this?

2. When you reflect on this project, what were the most significant learning moments for you?
   a. How did this learning impact your work as a service leader?

3. How has participation in this project informed your work as a service leader?
   a. The campus-community partnership(s) you present?
   b. The collective effort of the research team beyond the case convenings?
   c. The college community (via the Leadership Summit, advisory committee, etc.)?

4. Other outcomes?
   a. How had the committee changes through the group process?
   b. What had changed as a result of this project here at the college? (That is, what impact did action research have on the community college's capacity for engagement?)

5. What do you think are the patterns of behavior in creating an engagement agenda?
   a. How do patterns of behavior influence the college's engagement agenda?
   b. How does the community partner voice inform and influence your work as a service leader?
   c. How does your voice as a service leader inform and influence patterns of behavior among senior leaders at the college?

Appendix F – Community Engagement Leadership Summit Agenda

Service and Leadership Summit
Agenda
October 12, 2012

Breakfast (30 min.)
██Welcome ████████████████████████
- Ice Breaker (Communication)

What is Service Learning Anyway? (30 min.)
- Defining Service Learning at ███ Activity
- Mission
- Goals

Best Practices (45 Min.)
- Curriculum ██████
  Student Speaker

- Partnerships ██████
  Community Partner Speaker (5 Min.)

- Assessment ████████

Break (15 min.)

Service Learning Advisory Group and Assessment   (1 hr. 15 min.)
- Collaborative Inquiry Process ████████
- Over-site/planning
- Compact Assessment Rubric
- Strengths, weaknesses, threats
- Opportunities (Asset Mapping)
  - Resource Library
  - Circle K
  - FCST
  - Student Work/Financial Aid
  - Humanities
  - Campus Compact

Lunch/Guest Speaker (1 Hr.)
Skype-███████-Campus Compact ██████████████████████████████████████?

- Creating a Culture of Leadership and Engagement Through Service
  - Why is engagement important to us as an institution and community?
  - Why is service learning important to our students and faculty?
  - Setting goals for the future.

Leaders In Service (20 min.)
- What Kind of Service Leader Are You? (Icebreaker)
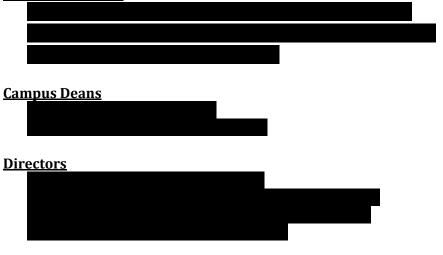 - Diplomats, cheerleaders and doers.

Break-out Session (2 Hr.)
  A. Incentives/ Recognition ██████
  B. Risk Management/Liability ████████
  ███Creating a Culture of Service █████
  D. Engaging Partners ███████
  ███Engaging Faculty/Staff █████████

Wrap-up (20 Min.)
- ████ (Supporting the Culture of Service)
  ████████

Attendees:
Academic Deans
████████████████████████████████
██████████████████████████████████
██████████████████████

Campus Deans
████████████████████
██████████████████

Directors
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Service Leaders

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Student Life

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█████████████████
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Faculty/Staff

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████████████

Community Partners

████
████
████
████
████

President/Vice President

███████████
████████████████